

REPORT
OF THE
HEALTH SURVEY AND DEVELOPMENT
COMMITTEE

Vol. III

Appendices



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APPENDIX 1.

Statement showing average area and population of administrative units in the Provinces.

Name of Province.	No. of districts.	Area in sq. miles.	Per district		Range of Variation.	
			Population	Average area (in sq. miles)	Average population.	Area in sq. miles.
Madras	*24	*126,136	*48,564,329	*5,255.7	*2,023,514	989 to
Bombay	19	76,443	20,849,840	4,023.3	1,097,360	153 to
Bengal	†26	†77,408	†60,306,525	†2,867.0	†2,155,468	561 to
United Provinces	48	106,247	55,020,617	2,213.3	1,146,263	976 to
Punjab	30	99,089	28,418,819	3,303.0	947,394	80 to
Bihar	16	69,745	36,340,151	4,359.1	2,271,259	2,164 to
C. P. and Berar	19	98,575	10,813,584	5,177.6	884,925	2,435 to
Assam	14	54,951	10,204,733	3,925.1	728,910	571 to
N.-W. F. P.	6	14,263	3,038,067	2,377.2	506,344	1,098 to
Orissa	6	32,198	8,738,544	5,366.3	1,454,757	2,194 to
Sind	8	48,136	4,535,008	6,017.0	566,876	1,969 to
Balu chistan	6	54,456	501,631	9,076.0	83,605	407 to
						209,709 to
						261,147 to
						247,053 to
						266,244 to
						38,576 to
						912,734 to
						438,342 to
						6,512 to
						289,404 to
						1,029,430 to
						304,034 to
						6,009 to
						3,929,425 to
						1,373,466 to
						6,023,758 to
						3,903,574 to
						1,695,375 to
						3,457,070 to
						1,549,509 to
						3,116,602 to
						851,833 to
						2,431,427 to
						758,748 to
						164,899 to

*Excluding Madras city.

†Excluding Calcutta city.

APPENDIX 1—contd.

Name of Province	Name of administrative unit.	Number of such units.	Area (in. sq. miles)	Population	Average area (in sq. miles.)	Average population.
1	2	3	4	5	6	7
1. Madras ..	.. Taluk	233	125,790	48,764,320	539.9	209,289
2. Bombay ..	.. Taluk	186	73,443	20,849,840	411.0	112,096
3. C. P. and Berar ..	.. Tehsil	99	98,408	16,813,584	994.0	169,834
4. United Provinces ..	.. Tehsil	206	106,149	55,020,617	515.3	267,990
5. Punjab ..	.. Tehsil	115	91,571	28,418,819	796.3	247,120
6. N.-W. F. P. ..	.. Tehsil	18	13,518	3,033,067	751.0	168,781
7. Sind ..	.. Taluk	67	48,136	4,535,008	718.4	67,687
8. Orissa ..	.. { Taluk*	21	17,532	2,983,126	834.8	142,054
	.. { Thana	51	13,815	5,745,418	270.9	112,655
9. Bengal ..	.. Thana	609	77,442	60,306,525	127.2	99,025
10. Assam ..	.. Thana	131	55,043	10,204,733	420.2	77,899
11. Bihar ..	.. Thana	201	69,855	36,340,151	345.0	180,797

*Taluk in respect of the portion taken from Madras Presidency & Thana in respect of that which was taken from "Bihar & Orissa."

APPENDIX 2.

Long-term Programme.

Staff and hospital accommodation in primary unit, secondary unit and district headquarters organisation in the long-term programme.

PRIMARY UNIT.				SECONDARY UNIT.			
Name		No.		Name		No.	
Controlling Officers	.. ..	1		Administrative Officers	.. ..	1	
Medical Officers	.. ..	5		650-bed hospital :			
				Heads of the sections of medi-			
				cine, surgery, maternity,			
<i>Other staff :</i>				pathology & T. B.	.. ..	5	
Public health nurses	.. ..	6		Medical Officers :			
Midwives	.. ..	6		Senior visiting officers (Part-time)		20	
Sanitary inspectors	.. ..	2		Junior	.. ..	12	
Health assistants	.. ..	2		Resident M. O.	.. ..	15	
Fitter mistry	.. ..	1		Anaesthetists	.. ..	18	
Inferior servants	.. ..	10		Pathologists	.. ..	24	
				House staff	.. ..	45	
<i>75-bed hospital :</i>							
<i>Nurses :</i>				<i>Nurses :</i>			
Matron	.. ..	1		Matron	.. ..	1	
Assistant Matron	.. ..	1		Assistant Matron	.. ..	1	
Night Sister	.. ..	1		Sister Tutor	.. ..	1	
Theatre Sister	.. ..	1		Night Sister	.. ..	1	
Ward Sisters	.. ..	4		Theatre Sisters	.. ..	3	
Staff Nurses	.. ..	12		Ward O. P. & Special depart-			
				ment sisters	.. ..	40	
Hospital social workers	.. ..	3		Assistant night sister	.. ..	1	
Ward attendants	.. ..	3		Staff nurses	.. ..	113	
Compounders	.. ..	3		Home sister	.. ..	1	
Cooks	.. ..	3		Home keeper	.. ..	1	
Kitchen servants	.. ..	3		Hospital social workers	.. ..	15	
Sweepers	.. ..	8		Night staff nurses	.. ..	2	
Mistry	.. ..	1					
Malis	.. ..	2		<i>Kitchen staff :</i>			
				cooks	.. ..	15	
				Servants	.. ..	15	
				Sweepers	.. ..	50	
				Mistry	.. ..	2	
				Mali	.. ..	3	
				<i>Other staff :</i>			
				Assistant Public Health Engineer	.. ..	1	
				Senior public health nurses	.. ..	2	
				Sanitary inspectors	.. ..	2	
				Ward attendants	.. ..	50	
				Compounders	.. ..	25	
				<i>Clerical :</i>			
				Head clerk	.. ..	1	
				Clerks	.. ..	4	
				Statistical clerk	.. ..	1	
				Typists	.. ..	2	

APPENDIX 2—contd.
Long-term Programme—contd.
District Headquarters Organisation.

Name	No.
Administrative staff:	
Officer in charge of district health services	1
Deputies	1 or 5
2,500-bed Hospital:	
Heads of sections of medicine, maternity, surgery and pathology ..	4
Research workers	8
Research workers T. B.	2
Medical officers:	
Senior medical officers	28
Junior medical officers	28
Resident M. O.	30
Registrar & Anaesthetist	23
Pathologist	24
House staff	116
Nurses:	
Matron Superintendent	1
Matron	3
Assistant Matron	4
Sister Tutor	4
Night Sister	4
Theatre Sister	12
Sister nurses (for ward O. P. & Special Deptt.) ..	150
Assistant night sister	4
Night staff nurse	8
Staff nurse	427
House sisters	4
House keeper	4
Hospital social worker	50
Jamadar	10
Ward attendants	200
Pharmacist	1
Compounders	100
Kitchen staff:	
Head cook	1
Cook	80
Kitchen servants	60
Mistry	8
Sweepers	200
Mali	25
Public Health Engineering:	
Sanitary engineers	2
Assistant sanitary engineers	18
Draftsmen	3
Inspector engineering	2
Fitter mechanic	1
Supervisory health visitor	1
Supervisory sanitary inspector	1
Clerical staff:	
Head clerk	1
Accountant	1
Asst. accountant	2
Clerks	16
Statistical clerk	4

APPENDIX 3.

Short-term Programme.

Staff of a 200-bed hospital and the administrative organisation in a secondary unit.

Name	No.	Scale of pay.
		Rs.
Superintendent	1	500—30—800
M. O. in-Charge of Departments of Medicine, Surgery, mid-wifery & Gynaecology	2	400—30—700
M. O. in-Charge of Laboratory	1	400—30—700
House staff	6	250—25—500
Assistant M. O. in charge of Laboratory	2	250—25—500
Part-time Doctors	2	100 p.m.
Matron	1	200—10—300
Assistant Matron	1	150—5—200
Sister Tutor	1	140—5—190
Night Sister	1	135—5—185
Theater Sisters	2	125—5—175
Ward Sisters	4	115—5—165
Staff Nurses	19	100—5—175
Staff Nurses	17	75—5—125
Night Staff Nurses	2	75—5—125
House Sister	1	100—5—150
House keeper	1	100—5—150
Senior pharmacist	1	60—3—90
Laboratory technicians	3	80—5—100
Caretaker	1	40—2—60
Laboratory attendants	3	30—2—50
Pharmacist	6	40—2—60
Ward attendants	16	30—2—50
Sweepers	13	25—1—35
Cooks	8	30—2—50
Mali	4	25—1—35
Mistry	1	40—2—60
Clerk	1	150—10—250
Stenographer	1	100—5—200
Clerk	1	75—5—150
Peons	2	25—2—55
<i>X-Ray Staff :</i>		
Senior M. O. (X-Ray)	1	400—30—700
Assistant M. O. (X-Ray)	1	250—25—50
Technician	1	150—10—250
Nurse	1	100—5—150
	1	75—5—150
Attendants	2	25—2—55
<i>Dental Service :</i>		
Orthodontal Surgeon	1	375—25—750
Dentists	2	250—25—500
Dental hygienists	4	80—5—130

Administrative organisation in a secondary unit.

Name	No.	Scale of pay.
		Rs.
Administrative Medical Officer		1,000—50—1,200
Deputy Administrative Medical Officer	1	500—30—800
Assistant Administrative Medical Officer (Maternity and Child Welfare)	1	400—30—700
Assistant Public Health Engineer	1	400—30—700
Senior Sanitary Inspectors	2	150—10—250
Senior Public Health Nurses	2	150—10—250
Head Clerk		200—10—300
Statistical Clerk	1	200—10—300
Stenographers	3	100—5—200
Clerk (1st Division)	1	150—10—250
Clerks (2nd Division)	2	75—5—150
Inferior servants	5	25—2—55
Dentist	1	250—25—500
Dental Hygienists	2	80—5—130
Attendant	1	30—2—50

APPENDIX 4.

The Population of individual provinces covered by the scheme at the end of first five and ten years.

						End of five years.	End of ten years.
1.	Madras	..	..	..	..	9,600,000	25,920,000
2.	Bombay	..	..	..	..	7,600,000	11,400,000
3.	Bengal	..	..	..	..	10,400,000	31,200,000
4.	U. P.	..	..	..	..	19,200,000	28,800,000
5.	Bihar	..	..	..	..	6,400,000	18,560,000
6.	Orissa	..	..	..	..	2,400,000	4,560,000
7.	Punjab	..	..	..	..	10,800,000	16,800,000
8.	C. P. & Berar	..	..	..	..	6,080,000	9,120,000
9.	Assam	..	..	..	..	2,800,000	5,600,000
10.	Sind	..	..	..	..	1,600,000	2,560,000
11.	N.-W. F. P.	..	..	..	..	1,200,000	1,680,000
Total						78,080,000	156,200,000

APPENDIX 5.

A suggested scheme of implementation of the programme in individual provinces during the first ten years.

MADRAS (24 DISTRICTS).

1941 Population 48·53 millions .

PRIMARY UNITS.					SECONDARY UNITS.		
Year.	No. of Primary units (40,000 population in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Sec- ond- ary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	..	5 200,000	5	1	1	1	..
2nd "	..	5 200,000	5	1	1	1	..
3rd "	..	5 200,000	5	1	1	1	..
4th "	..	7 280,000	7	2	1	1	..
5th "	..	10 400,000	10	2	1	1	..
6th "	..	13 520,000	13	4	1	1	..
7th "	..	16 640,000	16	6	2	1	1
8th "	..	19 780,000	19	8	2	1	1
9th "	..	23 920,000	23	11	2	1	1
10th "	..	27 1080,000	27	14	2	1	1

BOMBAY (91 DISTRICTS).

1941 Population 20·85 millions.

PRIMARY UNITS.					SECONDARY UNITS.		
Year.	No. of Primary units (40,000 population in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Sec- ond- ary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	..	5 200,000	5	1	1	1	..
2nd "	..	5 200,000	5	1	1	1	..
3rd "	..	5 200,000	5	1	1	1	..
4th "	..	7 280,000	7	2	1	1	..
5th "	..	10 400,000	10	2	1	1	..
6th "	..	11 440,000	11	3	1	1	..
7th "	..	12 480,000	12	4	1	1	..
8th "	..	13 520,000	13	5	1	1	..
9th "	..	14 560,000	14	7	1	1	..
10th "	..	15 600,000	15	8	2	1	..

APPENDIX 5—contd.

BENGAL (26 DISTRICTS).

1941 Population 60.31 millions.

PRIMARY UNITS.					SECONDARY UNITS.		
Year.	No. of Primary units (40,000 popula- tion) in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secon- dary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	5	200,000	5	1	1	1	..
2nd "	5	200,000	5	1	1	1	..
3rd "	5	200,000	5	1	1	1	..
4th "	7	280,000	7	2	1	1	..
5th "	10	400,000	10	2	1	1	..
6th "	14	530,000	14	4	1	1	..
7th "	18	720,000	18	6	2	1	..
8th "	22	880,000	22	8	2	1	..
9th "	26	1,040,000	26	11	2	1	..
10th "	30	1,200,000	30	15	2	1	..

UNITED PROVINCES (48 DISTRICTS).

1941 Population 55.02 millions.

PRIMARY UNITS.					SECONDARY UNITS.		
Year.	No. of Primary units (40,000 popula- tion) in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secon- dary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	5	200,000	5	1	1	1	..
2nd "	5	200,000	5	1	1	1	..
3rd "	5	200,000	5	1	1	1	..
4th "	7	280,000	7	2	1	1	..
5th "	10	400,000	10	2	1	1	..
6th "	11	440,000	11	3	1	1	..
7th "	12	480,000	12	4	1	1	..
8th "	13	520,000	13	5	1	1	..
9th "	14	560,000	14	6	1	1	..
10th "	15	600,000	15	8	2	1	1

APPENDIX 5—*contd.*

SINAI (13 DISTRICTS).

1941 Population 36.34 millions.

Year	PRIMARY UNITS.				SECONDARY UNITS.		
	No. of Primary units (40,000 population) in a district.	Population served.	No. of dis-pensaries in primary units each having two emergency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secondary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year ..	5	200,000	5	1	1	1	..
2nd ..	5	200,000	5	1	1	1	..
3rd ..	5	200,000	5	1	1	1	..
4th ..	7	230,000	7	2	1	1	..
5th ..	10	400,000	10	2	1	1	..
6th ..	13	520,000	13	4	1	1	..
7th ..	17	680,000	17	6	2	1	1
8th ..	21	840,000	21	8	2	1	1
9th ..	25	1,000,000	25	11	2	1	1
10th ..	20	1,160,000	20	14	2	1	1

GESSA (6 DISTRICTS).

1941 Population 8.73 millions.

Year.	PRIMARY UNITS.				SECONDARY UNITS		
	No. of Primary units (40,000 population) in a district.	Population served.	No. of dis-pensaries in primary units each having two emergency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secondary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year ..	5	200,000	5	1	1	1	..
2nd ..	5	200,000	5	1	1	1	..
3rd ..	5	200,000	5	1	1	1	..
4th ..	7	230,000	7	2	1	1	..
5th ..	10	400,000	10	2	1	1	..
6th ..	11	440,000	11	3	1	1	..
7th ..	13	520,000	13	4	1	1	..
8th ..	15	600,000	15	6	2	1	1
9th ..	17	680,000	17	8	2	1	1
10th ..	19	760,000	19	10	2	1	1

APPENDIX 5—*contd.*

B.

PUNJAB (30 DISTRICTS).

1941 Population 28.42 millions.

		PRIMARY UNITS.				SECONDARY UNITS.		
Year.		No. of Primary units (40,000 popula- tion) in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secon- dary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	..	5	200,000	5	1	1	1	..
2nd "	..	5	200,000	5	1	1	1	..
3rd "	..	5	200,000	5	1	1	1	..
4th "	..	7	280,000	7	2	1	1	..
5th "	..	9	360,000	9	2	1	1	..
6th "	..	10	400,000	10	3	1	1	..
7th "	..	11	440,000	11	4	1	1	..
8th "	..	12	480,000	12	5	1	1	..
9th "	..	13	520,000	13	6	1	1	..
10th "	..	14	560,000	14	7	1	1	..

CENTRAL PROVINCES & BEHAR (19 DISTRICTS).

1941 Population 16.81 millions.

		PRIMARY UNITS.				SECONDARY UNITS.		
Year.		No. of Primary units (40,000 popula- tion) in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secon- dary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	..	5	200,000	5	1	1	1	..
2nd "	..	5	200,000	5	1	1	1	..
3rd "	..	5	200,000	5	1	1	1	..
4th "	..	7	282,000	7	2	1	1	..
5th "	..	8	320,000	8	2	1	1	..
6th "	..	8	320,000	8	2	1	1	..
7th "	..	9	360,000	9	3	1	1	..
8th "	..	10	400,000	10	4	1	1	..
9th "	..	11	440,000	11	5	1	1	..
10th "	..	12	480,000	12	6	1	1	..

APPENDIX 5—*contd.*

ASSAM (14 DISTRICTS).

1941 Population 10.20 millions.

PRIMARY UNITS.				SECONDARY UNITS.			
Year.	No. of Primary units (40,000 popula- tion) in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secon- dary units.	No. or 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	..	5	200,000	5	1	1	..
2nd "	..	5	200,000	5	1	1	..
3rd "	..	5	200,000	5	1	1	..
4th "	..	5	200,000	5	1	1	..
5th "	..	5	200,000	5	1	1	..
6th "	..	6	240,000	6	1	1	..
7th "	..	7	280,000	7	2	1	..
8th "	..	8	320,000	8	3	1	..
9th "	..	9	360,000	9	4	1	..
10th "	..	10	400,000	10	5	1	..

SIND (8 DISTRICTS).

1941 Population 4.54 million.

PRIMARY UNITS.				SECONDARY UNITS.			
Year.	No. of Primary units (40,000 popula- tion) in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 30-bed hospitals in primary units.	No. of Secon- dary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st Year	..	5	200,000	5	1	1	..
2nd "	..	5	200,000	5	1	1	..
3rd "	..	5	200,000	5	1	1	..
4th "	..	5	200,000	5	1	1	..
5th "	..	5	200,000	5	1	1	..
6th "	..	5	200,000	5	1	1	..
7th "	..	6	240,000	6	2	1	..
8th "	..	6	240,000	6	2	1	..
9th "	..	7	280,000	7	3	1	..
10th "	..	8	320,000	8	4	1	..

APPENDIX 5—*contd.*

N. W. F. P. (6 DISTRICTS).

1941 Population 3·04 millions.

		PRIMARY UNITS.				SECONDARY UNITS.		
Year.		No. of Primary units (40,000 popula- tion) in a district.	Popula- tion served.	No. of dis- pensaries in pri- mary units each having two emer- gency and two maternity beds.	No. of 80-bed hospitals in primary units.	No. of Secun- dary units.	No. of 200-bed hospitals in secondary units.	No. of 500-bed hospitals.
1st	Year	5	200,000	5	1	1	1	..
2nd	"	5	200,000	5	1	1	1	..
3rd	"	5	200,000	5	1	1	1	..
4th	"	5	200,000	5	1	1	1	..
5th	"	5	200,000	5	1	1	1	..
6th	"	5	200,000	5	1	1	1	..
7th	"	5	240,000	5	2	1	1	..
8th	"	5	240,000	5	2	1	1	..
9th	"	5	240,000	5	2	1	1	..
10th	"	7	280,000	7	3	1	1	..

APPENDIX 6.

Total provision of hospital beds of all types at the end of the first five and ten years.

					End of first five years.	End of first ten years.
General beds—						
1. Primary unit dispensaries	..	..	..	..	7,808	15,620
2. Thirty-bed hospitals	..	..	..	..	12,120	59,700
3. 200-bed hospitals	..	..	..	..	43,200	43,200
4. 500-bed hospitals	..	..	..	..	..	69,500
5. Medical colleges	..	..	..	..	17,000	32,600
					80,128	220,620
Tuberculosis beds	..	..	..	..	6,600	13,200
					86,728	233,820
Leprosy	..	..	..	..	14,000	28,000
					100,728	261,820
Mental beds	..	..	..	..	9,000	18,000
					109,728	279,820
Existing	..	..	..	..	73,000	73,000
					182,782	352,820
Total	..	..	..	..	183,000	353,000
Approximately	..	..	..	..	..	..
Population	..	..	..	..	330 millions	345 millions.
Rate per 1,000 population	..	..	..	..	0.55	1.03

APPENDIX 7.

A provincial nutrition organisation.

Name.				No.	Scale.
<i>Staff—</i>					
Chief Nutrition Officer	..	..	..	1	Rs. 600—40—1,000.
<i>Field—</i>					
Field workers	..	..	..	3	Rs. 300—20—500.
Inferior servants	..	..	..	3	Rs. 25—2—55.
<i>Laboratory—</i>					
Chief Assistant	..	..	..	1	Rs. 300—20—500.
<i>(Chemistry & Biochemistry)</i>					
Chemist	..	..	..	1	Rs. 150—10—250
Laboratory assistants	..	..	..	3	Rs. 50—5—100.
Animal attendants	..	..	..	3	Rs. 25—2—55.
Inferior servants	..	..	..	3	Rs. 25—2—55.
<i>Office—</i>					
Stenographer	..	..	..	1	Rs. 75—5—150.
Typist clerks	..	..	..	2	Rs. 60—5—100.
Statistician	..	..	..	1	Rs. 150—10—250.
Artist	..	..	..	1	Rs. 100—5—150.
Inferior servants	..	..	..	2	Rs. 25—2—55.

APPENDIX 8.

*A. Provincial venereal diseases organisation and its expenditure.**Details of Expenditure.**1. Provincial organisation—*

			1st five years Rs.	Ten years. Rs.
1st year.	..	..	1,80,696	
2nd "	..	..	1,83,898	
3rd "	..	..	1,87,081	
4th "	..	..	1,90,273	
5th "	..	..	1,93,446	9,35,394 × 11 = 1,02,89,324
6th "	..	..	1,97,108	
7th "	..	..	2,00,317	
8th "	..	..	2,03,948	
9th "	..	..	2,06,738	
10th "	..	..	2,09,949	19,53,454 × 11 = 2,14,87,17

2. District organisation—

1st year	..	..	13,497	
2nd "	..	..	14,039	
3rd "	..	..	14,582	
4th "	..	..	15,125	
5th "	..	..	15,668	72,911 × 216 = 1,57,48,776
6th "	..	..	16,382	
7th "	..	..	16,934	
8th "	..	..	17,485	
9th "	..	..	18,037	
10th "	..	..	18,589	1,60,338 × 216 = 3,46,33,008

3. Purchase of Drugs—

1st year	..	..	4,000	
2nd "	..	..	4,000	
3rd "	..	..	4,000	
4th "	..	..	6,000	
5th "	..	..	8,000	26,000 × 216 = 56,16,000
6th "	..	..	10,400	
7th "	..	..	12,800	
8th "	..	..	15,200	
9th "	..	..	18,400	
10th "	..	..	21,600	1,04,400 × 216 = 2,25,50,400

Total

3,16,54,110 7,86,71,402

STAFF.

Name.	No.	Scale.
<i>1. Provincial Organisation—</i>		
Officer in charge	1	Rs. 600—40—1,000.
Assistant officers in charge	2	Rs. 500—30—800.
Propaganda officer	1	Rs. 350—25—500.
Social worker supervisor	1	Rs. 250—25—500.
Propaganda workers	8	Rs. 100—5—150.
Clerks	3	Rs. 100—5—200.
Accountant	1	Rs. 150—5—250.
Stenographers	2	Rs. 100—5—200.
Inferior servants	2	Rs. 25—2—55.
<i>2. District clinic organisation—</i>		
Medical officer	1	Rs. 250—25—500.
Social worker	1	Rs. 125—5—150.
Clerk	1	Rs. 100—5—200.
Peon	1	Rs. 25—2—55.
Sweeper	1	Rs. 25—1—35.

3. Provision for

purchase of drugs—

APPENDIX 9.

ESTIMATES OF EXPENDITURE ON MENTAL INSTITUTIONS.

First five years.

(1) Improvements in mental hospitals.					Non-recurring Rs.	Recurring Rs.
(a)	Madras	..	..	..	..	10,00,000
(b)	Poona	..	..	..	..	10,00,000
(c)	Agra	..	..	..	..	25,00,000
(d)	Nagpur	..	..	..	..	25,00,000
(e)	Lahore					
	(new hospital 1,500 beds)	..	..	..	..	50,00,000
(f)	Ranchi					
	(European Mental Hospital)	..	..	..	..	10,00,000
(g)	Ranchi					
	(Indian Mental Hospital)	..	..	..	..	10,00,000
(h)	Thana					
	(Converted into Mental Deficiency or Senile Home)	..	..	..	..	5,00,000
						1,45,00,000
(2) Opening of two new mental hospitals in Bombay & Calcutta						22,00,000
						1,67,00,000
(3) Beds—9,000						
(Total number in all the above eight mental hospitals including 2 new ones)						
@ Rs. 1,000/- per bed x 5 years					..	4,50,00,000
(4) Training of nurses in mental hospitals—2 years course—100 nurses to be admitted for training each year.						
Total number of nurses that require stipends etc. in first five years—900, @ 75/- per month						
900 x 75 x 12 months					..	8,10,000
(5) Training of doctors in the United Kingdom 20 x 8,000 x 5						8,00,000
Doctors.						
(6) Salaries of Central and Provincial Mental Officers:						
Centre					..	1,00,000
Provinces					..	8,80,000
(7) Maintenance charges of capital works					..	10,02,000
Total (recurring)						4,86,02,110

APPENDIX 9—*contd.*

ESTIMATES OF EXPENDITURE ON MENTAL INSTITUTIONS.

Second five years.

(1) Improvements to the remaining mental hospitals : Non-recurring			(Rs.)	(Rs.)
(a) Ahmedabad (500 beds)	..	..	..	} @ Rs. 10,00,000 per hospital 10,00,000 × 9 = <hr/> 90,00,000
(b) Ratnagiri	..			
(c) Dharwar	..			
(d) Calicut	..			
(e) Waltair	..			
(f) Bareilly—(100 beds)				
(g) Benares				
(h) Hyderabad [†] (Sind)				
(i) Assam—(1,000 beds)				
				90,00,000
(2) Opening of five new mental hospitals in Madras, Punjab, U.P., Bihar and Central Provinces, each with 500 beds, @ Rs. 22 lakhs per hospital for building and equipment				1,10,00,000
(3) Increasing the bed strength of the two new mental hospitals in Calcutta and Bombay, started in the first five years, from 200 to 500 beds				22,00,000
Total (non-recurring)				Rs. 2,22,00,000
<i>Recurring :—</i>				
(4) Total beds		(1st five years	2nd five years)	
		9,000	+ 9,000	
		= 18,000		
@ Rs. 1,000 per bed per year for five years		..		9,00,00,000
(5) Training of nurses—50 nurses to be admitted each year for two years course. Each nurse gets Rs. 75 p.m. as stipend during training 550 × 75 × 12 =				4,95,000
(6) Training of doctors : 20 × 8,000 × 5—				8,00,000
(7) Salaries of Central and Provincial Mental Officers attached to the respective health organisations				Centre 1,73,460 Provinces 10,32,350
(8) Maintenance charges on capital works				38,37,000
Total (recurring)				9,83,37,810
Grand Total (recurring) of the 1st ten years				14,49,96,920

APPENDIX 3—continued.
Mental Health Organisation.
(Further details.)

Centre:	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
	Rs.									
Mental Officer at the Centre @ Rs. 1,900—50—2,100 ..	22,800	23,400	24,000	24,600	25,200	25,200	25,200	25,200	25,200	25,200
Pension @ Rs. 176 p.m. ..	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112
Leave salary @ 15 p.c. ..	3,420	3,510	3,600	3,690	3,780	3,780	3,780	3,780	3,780	3,780
Allowances ..	3,600	3,600	3,900	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Total ..	31,932	32,622	33,312	34,002	34,692	34,962	34,692	34,692	34,692	34,692
Rs. 1,66,560.										
1st five years. Rs. 1,73,480.										
Second five years. Rs. 3,40,020.										
1st ten years.										
Provinces:	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
Provincial Mental Officer @ Rs. 600—40—1,000 plus 250 p.m. as special pay ..	7,200	7,680	8,160	8,640	9,120	9,600	10,080	10,560	11,040	11,520
Pension @ Rs. 98 p.m. ..	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Leave salary @ 15 p.c. ..	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176
Allowances ..	1,530	1,602	1,674	1,746	1,818	1,890	1,962	2,034	2,106	2,178
Total ..	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
	14,906	15,458	16,010	16,562	17,114	17,666	18,218	18,770	19,322	19,874

1st five years. Rs. 80,050.
Second five years. Rs. 93,850.
1st ten years. Rs. 1,73,900.

Rs.
1st five years: $80,050 \times 11 = 8,80,550$
Second five years: $93,850 \times 11 = 10,32,350$ } 1st ten years = Rs. 19,12,900.

For eleven Provinces:

APPENDIX 10.

ESTIMATES OF EXPENDITURE ON LEPROSY ORGANISATIONS;

Leprosy (Centre).

Central Leprosy Institute				1st five years. Rs.	1st ten years. Rs.
Non-recurring expenditure .. ..	..	..	..	5,00,000	5,00,000
<i>Recurring :</i>					
Maintenance @ 3 p.c. per year on the above	..	..	..	30,000	1,05,000
capital works .. ..	..	..	..
*Annual recurring cost including salaries of staff, etc. .. ..	..	..	..	4,30,386	9,39,462
Total (recurring)				4,60,386	10,44,462

*Annual recurring cost from year to year :

				Rs.	1st 5 years.	1st ten years.
1st year .. ..	..	..	..	79,782		
2nd year .. ..	..	..	..	82,930		
3rd year .. ..	..	..	..	86,077		
4th year .. ..	..	..	..	89,223		
5th year .. ..	..	..	..	92,372	4,30,386	
6th year .. ..	..	..	..	95,520		
7th year .. ..	..	..	..	98,663		
8th year .. ..	..	..	..	1,01,815		
9th year .. ..	..	..	..	1,04,963		
10th year .. ..	..	..	..	1,08,110		9,39,462

APPENDIX 10—contd.
Staff of the Central Leprosy Institute (Further details).

	No.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.	
Chief @ 1,250-50-1,750	..	1	15,000	15,600	16,200	16,800	17,400	18,000	18,600	19,200	19,800	20,400
Senior Assistants— @ Rs. 800—40-1,200	..	2	19,200	20,160	21,120	22,080	23,040	24,000	24,960	25,920	26,880	27,840
Junior Assistants— @ Rs. 600—30-900	..	2	14,400	15,120	15,840	16,560	17,280	18,000	18,720	19,440	20,160	20,880
Social worker— @ Rs. 375-25-750	1	4,500	4,800	5,100	5,400	5,700	6,000	6,300	6,600	6,900	7,200	
Other staff including ministerial staff including contingencies @ Rs. 15,000 per year	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	
Pension & leave salary charges.	11,682	12,250	12,817	13,385	13,952	14,520	15,088	15,655	16,223	16,790
Total Rs.	79,782	82,930	86,077	89,225	92,372	95,520	98,668	1,01,815	1,04,963	1,08,110

APPENDIX 10—*contd.**Leprosy (Provinces).*

Non-recurring.	1st five years. 1st ten years.	
	Rs.	Rs.
Increasing the existing beds provision by 14,000 beds for institutional treatment, in the first five years @ Rs. 1,000 per bed per year	1,40,00,000	..
Adding a similar provision during the second five years .. ..	..	2,80,00,000
Total (non-recurring)	1,40,00,000	2,80,00,000

(N.B. —Working details are given below item by item.)

Recurring.

(a) Maintenance @ 3 p.c. per year on the above non-recurring expenditure, assuming the same annual increase in the number of beds	8,40,000	37,80,000
(b) Annual recurring cost for maintaining, from year to year, the above-mentioned beds @ Rs. 400 per bed per year	1,68,00,000	6,16,00,000
(c) Cost of Provincial Leprosy organisations, after reduction of the total by one-third, to conform more correctly to varying provincial needs ..	24,94,646	55,79,926
(d) Propaganda and publicity @ Rs. 5,000 per province per year	2,75,000	5,50,000
(e) Financial help to voluntary organisations @ Rs. 125 per bed per year, for 10,000 beds during the first five years	62,50,000	..
Adding a similar provision during the second five years .. ..	..	1,87,50,000
(f) Development of Group Isolation Colonies @ Rs. 3 lakhs per year	15,00,000	30,00,000
Total (recurring)	2,81,59,646	3,32,59,926

Details:

(a) It is assumed that the increase of 14,000 beds is affected evenly over the first five years, or 2,800 beds are added every year. A similar annual provision will be made during the second five year period also.

Maintenance @ 3 p.c. p.a.
1st five years. 1st ten years

Maintenance charges on:

1st year capital expenditure Rs. 28,00,000	3,36,000	7,56,000
2nd	2,52,000	6,72,000
3rd	1,68,000	5,88,000
4th	84,000	5,04,000
5th .. ..	..	4,20,000
6th	8,40,000	3,36,000
7th .. ..	..	2,52,000
8th .. ..	..	1,68,000
9th .. ..	..	84,000
10th .. ..	..	..
		37,80,000

APPENDIX 10—concl'd.

(b) New beds.			Total beds.	Total maintenance charges.
				Rs.
1st year	2,800	..	.. 2,800	11,20,000
2nd year	2,800	..	.. 5,600	22,40,000
3rd year	2,800	..	.. 8,400	33,60,000
4th year	2,800	..	.. 11,200	44,80,000
5th year	2,800	..	.. 14,000	56,00,000
				Rs.
				1,68,00,000
6th year	2,800	..	.. 16,800	67,20,000
7th year	2,800	..	.. 19,600	78,40,000
8th year	2,800	..	.. 22,400	89,60,000
9th year	2,800	..	.. 25,200	1,00,80,000
10th year	2,800	..	.. 28,000	1,12,00,000
				Rs.
				6,16,00,000

(c) Details of annual expenditure on Provincial Leprosy Organisations.

			Rs.		
1st year	..	..	.. 62,333		
2nd year	..	..	.. 65,553		
3rd year	..	..	.. 67,554		
4th year	..	..	.. 70,764		
5th year	..	..	.. 73,975	$\frac{340,179 \times 11 \times 2}{3}$	= 24,94,646
6th year	..	..	.. 77,644		
7th year	..	..	.. 80,871		
8th year	..	..	.. 84,320		
9th year	..	..	.. 87,328		
10th year	..	..	.. 90,557	$\frac{7,60,899 \times 11 \times 2}{3}$	= 55,79,555
(d) 5000 \times 11 \times 5					= 2,75,000
1st ten years	2,75,000	+	2,75,000		= 5,50,000
(e) 1st five years	= 10,000 \times 125 \times 5				= 62,50,000
2nd five years	= 20,000 \times 125 \times 5				= 1,25,00,000
Total ten years	..		1,25,00,000	+	62,50,000
(f) 1st five years	..		3,00,000 \times 5		= 1,50,00,000
Ten years	..		15,00,000	+	15,00,000
					30,00,000

APPE NDIX 11.

ESTIMATE OF DOCTORS REQUIRED AT THE END OF FIRST FIVE YEARS
AND FIRST TEN YEARS.*Medical Colleges :*

First five years.

First
ten years.

The estimate for a medical college has been based on the suggestions put forward by the Goodenough Committee, namely, for preclinical subjects 69 and for clinical subjects 119 in each college.

Total required	188 × 24	=4,512	43 × 188	=8,084
Primary Unit :				
2 Doctors for each primary unit ..	2 × 1952	=3,904	2 × 3905	=7,810
30 Bed hospital : 1 Doctor each ..	1 × 404	=404	1 × 1990	=1,990
Secondary Unit :				
3 M.O.'s for each secondary unit ..	3 × 216	=648	3 × 355	=1,065
200 Bed hospitals : 15 Doctors for each	15 × 216	=3,240	15 × 216	=3,240
500 Bed hospital .. .. .	.. .. .	..	15 × 139	=2,085
Mobile, dental organisations .. .. .	.. .. .	..	1 × 355	=355
District headquarters organisation : two doctors for each	2 × 216	=432	..	=432
Central Directorate : .. .. .	.. .. .	21	..	21
Provincial Directorate :	20 × 11	=220	..	220
Tuberculosis :				
5 Doctors for each 200-bed hospital				
1 : 40	5 × 23	=165	5 × 66	=330
Main clinics 3 for each	3 × 33	=99	3 × 66	=198
District clinics : 2 for each	2 × 183	=366	2 × 366	=732
Travelling tuberculosis clinics .. .. .	.. .. .	..	1 × 710	=710
Mental diseases :				
1 Doctor for 50 beds : 9,000 new beds in each period .. .. .	.. .. .	180	..	360
Malaria :				
Headquarters .. .. .	.. .. .	44	..	44
Deputies .. .. .	.. .. .	..	..	22
Control Unit, 10 for each province ..	10 × 11	=110	25 × 11	=275
Leprosy :				
14,000 beds, 1 doctor for 40 .. .. .	.. .. .	350	..	700
Veneral diseases :				
Provinces	5 × 11	=55	10 × 11	=110
Districts	1 × 216	=216	2 × 216	=432
School health :				
5 for each province	2 × 11	=22	4 × 11	=44
Nutrition :				
5 for each Province	5 × 11	=55	..	55
Totals		<u>16,043</u>		<u>29,314</u>

APPENDIX 12.

Estimate of nurses for hospitals and dispensaries required at the end of first five and first ten years.

	<i>First five years.</i>		<i>First ten years.</i>
Primary units dispensaries	$1952 \times 1 =$	1,952	$3905 \times 1 = 3,905$
20-bed hospitals : 8 nurses per hospital	$404 \times 8 =$	3,232	$1990 \times 8 = 15,920$
<i>Secondary Unit.</i>			
200 bed hospitals 50 nurses per hospital	$216 \times 50 =$	10,800	$216 \times 50 = 10,800$
500 bed hospitals 125 nurses per hospital	..	..	$139 \times 125 = 17,375$
<i>Hospitals attached to Medical Colleges.</i>			
1,000 beds in each and 250 nurses ..	$250 \times 24 =$	6,000	$250 \times 48 = 10,750$
<i>Tuberculosis.</i>			
200 bed hospital for every centre, each hospital will have 20 nurses ..	$33 \times 20 =$	660	$66 \times 20 = 1,320$
Travelling tuberculosis clinics : One nurse in each .. .. .	..	Nil	$710 \times 1 = 710$
<i>Mental.</i>			
2,000 new beds in each period, 1 nurse for 20 beds .. .. .	..	450	900
<i>Leprosy.</i>			
To provide for 14,000 beds in each period : 1 nurse for 20 beds .. .. .	..	700	1,400
	Totals	23,794	63,080

Public health nurses for outdoor duty.

<i>Primary Unit.</i>			
Public health nurses per unit ..	$1952 \times 4 =$	7,808	$3905 \times 4 = 15,620$
<i>Secondary Unit.</i>			
2 Senior public health nurses per unit ..	$216 \times 2 = 432$	432	$355 \times 2 = 710$
<i>Tuberculosis.</i>			
Three public health nurses for every main clinic	$33 \times 3 = 99$	99	$66 \times 3 = 198$
Two for every district clinic	$183 \times 2 = 366$	366	$333 \times 2 = 732$
<i>School Health.</i>			
1 Senior public health nurses for every Province	$11 \times 1 = 11$	11	$22 \times 1 = 22$
	8,716	8,716	17,282
Total number of nurses required (public health nurses and hospital nurses)	32,510	32,510	80,362

APPENDIX 13.

NURSERIES IN THE SOVIET UNION.

(Extract from Professor Henry E. Sigerist's book *"Socialised Medicine in the Soviet Union"*.)

The Soviet nursery serves a three-fold purpose. It liberates the working woman, it cares for the child, and it educates the child as well as the mother. The director of the nursery is generally a woman physician and the staff consists of doctors, psychologists, and nurses. Most nurseries have a capacity of from about 50 to 125 children. They are organised in three divisions: one for the infants under one year, one for children in the second year, and one for those in the third year. Some nurseries are operated in shifts according to the working hours of the mothers.

Today the equipment and routine of Soviet nurseries are more or less standardised and similar institutions are found in Moscow and in the Caucasus, as well as in Central Asia and Siberia. On her way to work the mother brings her child to the nursery, undresses him, puts the clothes in a locker, and delivers the nude child to a nurse who weighs him and gives him to the pediatrician for a routine examination. The temperature is taken and if any symptoms are discovered, the child is brought to the infirmary or, in case of more serious illness, to the hospital. If a child is found to be dirty and neglected, the mother and child are sent home and a visiting nurse goes to inspect it. Once in the nursery, the child is dressed in nursery clothing and joins the children of his age. Small infants are kept in cribs; they have toys to play with, and at regular intervals the mothers come to nurse them. The mother removes her working dress, and puts on a sterilised gown especially made for the purpose with slits at the breasts. After having fed the child, the mother receives her own lunch in the nursery free of charge. In such a way a very close co-operation develops between the nursery workers and the mothers, who are in daily contact with pediatricians. In the nurseries, mothers learn how a child should properly be dressed and fed. They learn that fresh air is not harmful to children, as was believed for centuries and is still believed in many parts of Europe. Home visitors inspect the living places regularly in order to find out under what conditions the children live.

Once a child begins to crawl, he enters the second group. He then plays in the pen and has a different set of toys. Gradually he is taught to develop certain habits, such as bathing and eating. He learns to urinate and go to the stool at definite times. Special tables accommodating three children have been devised for meals, on the assumption that one nurse can feed three children. Eating in groups also develops a certain spirit of co-operation for regardless of how greedy a child may be, he soon learns that he has to await his turn. At the age of one year and nine months a child is expected to be able to undress alone and at the age of two and a half years he is expected to make his own bed and to dress himself. Part of the standard equipment of every nursery is a staircase and slide. At the age of two the child is expected to be able to walk upstairs, and at two years and nine months, to walk downstairs without holding on to the banister. Older children play in groups; their toys are automobiles, locomotives, aeroplanes, tractors, besides, of course, dolls and teddy bears. They sing and dance

APPENDIX 15.

MODEL MOSQUITO ORDINANCE.

United States Public Health Service.

Section 1.—It shall be unlawful for any person to have, keep, maintain, cause, or permit within the corporate limits of.....any collection of standing or flowing water in which mosquitoes breed or are likely to breed, unless such collection of water is treated so as effectually to prevent such breeding.

Section 2.—Collections of water in which mosquitoes breed or are likely to breed are those contained in ditches, ponds, pools, excavations, holes, depressions, open cess-pools, privy vaults, fountains, cisterns, tanks, shallow wells, barrels, troughs (except horse troughs in frequent use), urns, cans, boxes, bottles, tubs, buckets, defective house roof gutters, tanks or flush closets, or other water containers.

Section 3.—The natural presence of mosquito larvae in standing or running water shall be evidence that mosquitoes are breeding there.

Section 4.—Collections of water in which mosquitoes breed or are likely to breed shall be treated by such one or more of the following methods as shall be approved by the health officer :—

(Here follows description of methods).

Section 5.—In case the person responsible for the condition of premises on which mosquitoes breed or are likely to breed, fails or refuses to take necessary measures to prevent their breeding within three days after notice in writing has been given him by the health officers, or within such longer time after such notice as may be specified in the notice, the said person responsible shall be deemed guilty of a violation of this ordinance ; and for each day after the expiration of three days from the day on which such notice is given him, or for each day after the expiration of the time specified in the notice, as the case may be, that the person responsible fails or refuses to take such measures, the said person responsible shall be deemed guilty of a separate violation of this ordinance, and in case of such failure or refusal of the person responsible, the health officer is authorised to take necessary measures to prevent the breeding of mosquitoes, and all necessary costs incurred by the health officer for that purpose shall be a charge against the person responsible.

Section 6.—For the purpose of this ordinance the person responsible for the condition of any premises is the person using or occupying the same ; or, in case no person is using or occupying the premises, the person who by law is entitled to the immediate possession of the same ; or in case the premises are used or occupied by two or more tenants of a common landlord ; each tenant, however, is responsible for that part of the premises, which he occupies to the exclusion of the other tenants ; provided, that in case the premises are occupied by a tenant under an yearly or monthly tenancy, or under a lease for not more than a year, or under any lease whereby the lessor is expressly or impliedly obligated to keep the premises in repair, and the collection of standing or flowing water in which mosquitoes breed or are likely to breed is owing to the disrepair of the building or buildings, or to any natural quality of the premises, or to any conditions that existed at the time when the tenant entered into possession, or to anything done on the

premises by the landlord during the existence of the tenancy or lease, ~~then~~ and in such case, the landlord is the person responsible ; *provided further*, that any person who has caused to exist on any premises of which ~~he is not~~ the owner, landlord, occupant, or tenant any collection of water in which mosquitoes breed or are likely to breed is responsible, as well as the owner, landlord, tenant, or occupant, as the case may be.

Section 7.—For the purpose of enforcing the provisions of this ordinance the health officer, or his lawful subordinate, may at all reasonable times enter in and upon any premises within his jurisdiction.

Section 8.—Any person found guilty of a violation of this ordinance, as described in Section 5 hereof, shall be punished by a fine of not less than one dollar (\$ 1) and not more than twenty-five dollars (\$ 25).

Section 9.—This ordinance shall be in full force and effect on and after the (.....) day from the day on which it is approved.

APPENDIX 16.

DESTRUCTION OF MOSQUITOES.

Straits Settlements.

Ordinance No. 174.

To provide for the destruction of mosquitoes :—

1. *Short title. Application.*—This Ordinance shall apply to all property of every description including that belonging to or vested in or maintained by the Crown.

2. *Interpretation.*—In this Ordinance, unless there is something repugnant in the subject or context,

“House” .. includes dwelling house, warehouse, office, shop, school and any other building in which persons are employed ;

“Mosquito” .. means the insect and includes its eggs, larvae and pupae ;

“Owner” .. includes the person for the time being receiving the rent of any premises, whether on his own account or as agent or trustee or as receiver, or who would receive the same if such land or house were let to a tenant, and includes the Crown ;

“Occupier” .. means the person in occupation of any premises or having the charge, management or control thereof either on his own account or as agent of another person but does not include a lodger ;

“Premises” .. includes messuages, buildings, lands, easements and hereditaments of any tenure, whether open or enclosed, whether built on or not, whether public private, and whether maintained or not under statutory authority ;

“Sanitary Authority” .. means within any Municipal limits, the Municipal Health Officer and in any Rural District, the Rural Board Health Officer.

3. *Entry and inspection by sanitary authority or authorised person.*—(1) The sanitary authority or any person authorised by him either generally or specially in that behalf in writing may, between the hours of six in the morning and six in the evening, with or without assistants, enter and examine any premises in order to ascertain whether they or any thing thereon are in a condition favourable to the propagation or harbouring of mosquitoes ; provided that no person shall, unless with the consent of the occupier, thereof, enter any house under this section without twelve hours' previous notice being given to the occupier, if any, thereof.

(2) Subject to such notice as aforesaid, the owner and the occupier of any premises shall permit the sanitary authority or any person so authorised by him as aforesaid with or without assistants to have access thereto and to any part thereof for the purpose of subsection (1) and shall supply all such information as the sanitary authority requires and as is reasonably necessary for that purpose.

4. *General power of sanitary authority to order action.*—(1) The sanitary authority, if as a result of any such examination it appears to him that any premises or anything thereon is favourable to the propagation or harbouring of mosquitoes, may, by order in writing addressed to the owner or occupier of such premises direct him within a specified time to take such specified measures with regard to the premises or for the treatment, destruction or removal of anything thereon as may bring them into a condition not favourable to the propagation or harbouring of mosquitoes.

(2) In particular and without prejudice to the generality of the powers aforesaid the sanitary authority may in such order direct the owner or occupier to drain any land or fill up inequalities in the surface thereof so as to keep the land permanently free from standing water to the extent required by the order.

5. *Power of sanitary authority to order covering of tanks, etc.*—(1) The sanitary authority may, by order in writing, direct the occupier of any premises so to cover within a specified time and keep continuously covered any specified vessel or receptacle, including any tank or cistern, on or appertaining to the premises that mosquitoes shall be unable to enter such vessel or receptacle.

(2) Where any premises are unoccupied such order may be addressed to the owner thereof as if he was the occupier.

6. *Power of sanitary authority to take preventive measures.*—The sanitary authority or any person authorised by him, either generally or specially in that behalf in writing may also, with the consent of the occupier, take such measures as are reasonably necessary.—

- (a) to destroy mosquitoes wherever found ;
- (b) to collect and remove empty tins, cans, bottles or other receptacles in which mosquitoes may breed ;
- (c) to cut down and remove any grass, bamboo stumps, fern or undergrowth in which mosquitoes are likely to breed or be harboured ;
- (d) to bring any water or swamp into a condition not favourable to the propagation or harbouring of mosquitoes ;
- (e) to fill with concrete or otherwise treat holes or hollows in trees which hold or are likely to hold water.

7. *Enforcement of order.*—(1) If the owner or occupier of any premises on whom an order under section 4 or 5 has been served fails to comply with the terms thereof, the sanitary authority or any person authorised by him, either generally or specially in that behalf in writing may enter upon or into the said premises with such assistants and things as are necessary and may perform and do thereon or therein all acts and things required by the said order to be performed or done, and the cost thereof shall be recoverable from the owner or occupier by the sanitary authority.

(2) If the amount of such costs is not paid by the party liable to pay the same within seven days after demand, such amount may be reported to a Police Court and recovered in the same way as if it was a fine imposed by such Court.

(3) Nothing in this section shall affect any liability of any person to prosecution and punishment under section 8.

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- “ House ” .. includes dwelling house, warehouse, office, shop, school and any other building in which persons are employed ;
- “ Mosquito ” .. means the insect and includes its eggs, larvae and pupae ;
- “ Owner ” .. includes the person for the time being receiving the rent of any premises, whether on his own account or as agent or trustee or as receiver, or who would receive the same if such land or house were let to a tenant, and includes the Crown ;
- “ Occupier ” .. means the person in occupation of any premises or having the charge, management or control thereof either on his own account or as agent of another person but does not include a lodger ;
- “ Premises ” .. includes mossuages, buildings, lands, easements and hereditaments of any tenure, whether open or enclosed, whether built on or not, whether public private, and whether maintained or not under statutory authority ;
- “ Sanitary Authority ” .. means within any Municipal limits, the Municipal Health Officer and in any Rural District, the Rural Board Health Officer.

3. *Entry and inspection by sanitary authority or authorised person.*—(1) The sanitary authority or any person authorised by him either generally or specially in that behalf in writing may, between the hours of six in the morning and six in the evening, with or without assistants, enter and examine any premises in order to ascertain whether they or any thing thereon are in a condition favourable to the propagation or harbouring of mosquitoes ; provided that no person shall, unless with the consent of the occupier, thereof, enter any house under this section without twelve hours' previous notice being given to the occupier, if any, thereof.

(2) Subject to such notice as aforesaid, the owner and the occupier of any premises shall permit the sanitary authority or any person so authorised by him as aforesaid with or without assistants to have access thereto and to any part thereof for the purpose of subsection (1) and shall supply all such information as the sanitary authority requires and as is reasonably necessary for that purpose.

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(2) In particular and without prejudice to the generality of the powers aforesaid the sanitary authority may in such order direct the owner or occupier to drain any land or fill up inequalities in the surface thereof so as to keep the land permanently free from standing water to the extent required by the order.

5. *Power of sanitary authority to order covering of tanks, etc.*—(1) The sanitary authority may, by order in writing, direct the occupier of any premises so to cover within a specified time and keep continuously covered any specified vessel or receptacle, including any tank or cistern, on or appertaining to the premises that mosquitoes shall be unable to enter such vessel or receptacle.

(2) Where any premises are unoccupied such order may be addressed to the owner thereof as if he was the occupier.

6. *Power of sanitary authority to take preventive measures.*—The sanitary authority or any person authorised by him, either generally or specially in that behalf in writing may also, with the consent of the occupier, take such measures as are reasonably necessary.—

(a) to destroy mosquitoes wherever found ;

(b) to collect and remove empty tins, cans, bottles or other receptacles in which mosquitoes may breed ;

(c) to cut down and remove any grass, bamboo stumps, fern or undergrowth in which mosquitoes are likely to breed or be harboured ;

(d) to bring any water or swamp into a condition not favourable to the propagation or harbouring of mosquitoes ;

(e) to fill with concrete or otherwise treat holes or hollows in trees which hold or are likely to hold water.

7. *Enforcement of order.*—(1) If the owner or occupier of any premises on whom an order under section 4 or 5 has been served fails to comply with the terms thereof, the sanitary authority or any person authorised by him, either generally or specially in that behalf in writing may enter upon or into the said premises with such assistants and things as are necessary and may perform and do thereon or therein all acts and things required by the said order to be performed or done, and the cost thereof shall be recoverable from the owner or occupier by the sanitary authority.

(2) If the amount of such costs is not paid by the party liable to pay the same within seven days after demand, such amount may be reported to a Police Court and recovered in the same way as if it was a fine imposed by such Court.

(3) Nothing in this section shall affect any liability of any person to prosecution and punishment under section 8.

8. *Penalty for default.*—(1) Any owner or occupier of any premises, on whom an order under section 4 or 5 has been served, who neglects to comply with the terms thereof, shall be liable, on conviction by a Police Court, to a fine not exceeding five hundred dollars or to imprisonment of either description for a term which may extend to six months.

(2) No person shall be punishable under this section for neglect to comply with any order in respect whereof he has appealed as hereinafter provided unless such order has been confirmed on appeal.

10. *Persons unable to meet necessary expenditure.*—If it appears to the sanitary authority after due inquiry that any person has not the means to meet the necessary expenses of doing anything required to be done by him under this Ordinance, such necessary expenses may be met from Municipal or Rural Board Funds, as the case may be.

11. *No compensation.*—No person shall be entitled to compensation for any expense incurred or damage occasioned by any order given or act done in pursuance of this Ordinance or any rule made thereunder unless such damage has been occasioned maliciously or without reasonable cause.

13. *Penalty for obstructing sanitary authority.*—Any person, who obstructs the sanitary authority or any person authorised by him or any person engaged in carrying out this Ordinance in any act authorised by this Ordinance, shall be liable, on conviction by a Police Court, to a fine not exceeding two hundred dollars or to imprisonment of either description for a term which may extend to three months.

14. *Penalty for injuring works, etc., executed, etc., by sanitary authority.*—Any person who, without the consent of the sanitary authority, interferes with, injures, destroys or renders useless any works executed or any materials or things placed in, under or upon any premises by or under the orders of the sanitary authority, shall be liable, on conviction before a Police Court, to a fine not exceeding five hundred dollars, and the sanitary authority may in addition recover from such person in the same manner as if it was fine imposed by a Police Court, such costs and expenses as it incurs in re-executing the works or replacing the materials or things so interfered with, injured, destroyed or rendered useless.

15. *Duty of owner and occupier to protect works for destruction of mosquitoes.*—(1) Where the sanitary authority or any department of Government or the Municipality has constructed any works with the object of preventing the breeding of mosquitoes whether before or after the coming into force of this Ordinance the owner and the occupier of the premises on which such works stand shall prevent such premises being used in any manner whatsoever that is likely to cause or has caused the deterioration or to lessen the efficiency of such works.

(2) *Penalty.*—Where any such premises are used in such a manner as to lessen the full efficiency of such works the owner and the occupier of such premises shall subject to sub-section (4) be liable on conviction before a Police Court to a fine not exceeding five hundred dollars and the sanitary authority may enter upon the premises and execute any necessary repairs or work thereon and recover from such person in the same manner as if it was fine imposed by a Police Court such costs and expenses as it thereby incurs

APPENDIX 17.

ANTIMOSQUITO PROVISION IN THE BOMBAY MUNICIPAL ACT.

Section 3.—Definition of terms :—

(t) "Water work" includes a lake, stream, spring, pump, reservoir, cisterns, tank, duct, whether covered or open, sluice, mainpipe culvert, engine and any machinery, land, building or thing for supply or used for supplying water.

(z) "Nuisance" includes any act, omission, place or thing which causes or is likely to cause injury, danger, annoyance or offence to the sense of sight, smelling or hearing, or which is or may be dangerous to life or injurious to health or property.

(aa) "Dangerous Disease" means cholera and any endemic, epidemic or infectious disease by which the life of man is endangered.

Section 61.—Matters to be provided for by the Corporation.—It shall be incumbent on the corporation to make adequate provision, by any means of measures which is lawfully competent to them to use or take, for each of the following matters, namely :

(d) The reclamation of unhealthy localities, the removal of noxious vegetation and generally the abatement of all nuisances.

(g) Measures for preventing and checking the spread of dangerous diseases.

Section 64.—Special functions of the Commissioner.—(3) subject, whenever it is in this Act expressly so directed, to the approval or sanction of the corporation or the standing committee and subject also to all other restrictions, limitations and conditions imposed by this Act, the entire executive power for the purpose of carrying out the provisions of this Act vests in the Commissioner.

Section 68.—Municipal officers may be empowered to exercise certain of the powers of the Commissioner.—(1) Any of the powers, duties or functions conferred or imposed upon or vested in the Commissioner by any of the sections, sub-sections, or clauses mentioned in sub-section (2) may be exercised, performed or discharged, under the Commissioner's control and subject to his revision and to such conditions and limitations, if any, as he shall think fit to prescribe, by any municipal officer whom the Commissioner, generally or specially empowers in writing in this behalf; and in each of the said sections, sub-sections and clauses the word "Commissioner" shall, to the extent to which any municipal officer is so empowered, be deemed to include such officer.

(2) The sections, sub-sections and clauses of this Act referred to in sub-section (1) are the following namely :—

279, 374, 377, 681, 381A, 488, 489.

Section 274.—Provisions as to cisterns.—(1) The Commissioner may whenever it shall appear to him to be necessary, by written notice require, that any premises furnished with a private water-supply from any municipal water-work shall, within a reasonable period, which shall be prescribed in the said notice, be provided with a storage cistern of such size, material, quality and description, and with such fittings and placed in such a position and with such means of access as he thinks fit.

Section 279.—Power to cut off private water-supply or to turn off water.—(1) The Commissioner may cut off the connection between any municipal water-work and any premises to which a private water-supply is furnished by the corporation or turn off the water from such premises in any of the following cases, namely :—

(b) if the owner or occupier of the premises neglects, within the period prescribed in this behalf in any notice given under sub-section (1) of section 274, to comply with any requisition made to him by the Commissioner regarding the provision of a storage-cistern, or the means of access thereto, provided that.....the Commissioner shall not take action without the sanction of the standing committee.

*Section 374.—Power to inspect premises for sanitary purposes.—*The Commissioner may inspect any building or other premises for the purpose of ascertaining the sanitary conditions thereof. (But see Section 488).

*Section 377.—Neglected premises.—*If it shall appear to the Commissioner that any premises are overgrown with rank and noisome vegetation or are otherwise in an unwholesome or filthy condition, or, by reason of their not being properly enclosed are resorted to by the public for purposes of nature, or are otherwise a nuisance to the neighbouring inhabitants, the Commissioner may, by written notice, require the owner or occupier of such premises to cleanse, clear or enclose the same, or, with the approval of the standing committee, may require him to take such other order with the same as the Commissioner thinks necessary.

Section 381.—Filling in of pools, etc., which are a nuisance.—(i) If in the opinion of the Commissioner—

(a) any pool, ditch, tank, well, pond, quarry-hole, drain, watercourse or any collection of water, or

(b) any cistern, receptacle for water or any article or thing capable of containing water whether or not such cistern or receptacle, article or thing contains water and is within or outside a building, or

(c) any land on which water accumulates or is likely to accumulate, or

(d) any premises or part of any premises occupied or unoccupied, or under construction, reconstruction or demolition, is or is likely to become a breeding place of mosquitoes or which is in other respects, a nuisance as defined in clause (z) of section 3.

(ii) The Commissioner may by notice in writing require the person by whose act, default or sufferance, a nuisance arises, exists or continues, or is likely to arise, and the owner, lessee or occupier of the land, building or premises on which the nuisance arises, exists or continues or is likely to arise, or any one or more of such person, owner, lessee and occupier, to remove, discontinue or abate the nuisance by taking such measures and by executing such work in such manner with such materials as the Commissioner shall prescribe in such notice.

(iii) The Commissioner may also by any notice under clause (ii), or by another notice, served on such person, owner, lessee and occupier, or on any one or more of them require them or any one or more of them to take all steps requisite or necessary to prevent a recurrence of the nuisance, and may, if he thinks it desirable, specify any work to be executed or measures to be carried

out for that purpose, and may serve any further such notice notwithstanding that the nuisance may have been abated or removed, if he considers that it is likely to recur.

Provided that if at any time within six months from the date of the service of any such notice, the nuisance recurs through the failure of the person or persons upon whom such notice has been served to comply with the requirements contained in such notice, such person or persons shall be liable without any further notice to the penalties provided in this Act for offences under this section.

(iv) Where the nuisance arises or exists or is likely to arise or recur in connection with the construction, reconstruction or demolition of any premises, or part of any premises, the Commissioner may in addition to serving any notice on any one or more of the persons mentioned in clause (ii) serve any such notice on any architect, contractor or other person employed to carry out such work of construction, reconstruction or demolition, and also on any sub-contractor employed by such contractor or other person, or any one or more of such contractor, person and sub-contractor.

Section 381A.—Permission for new well, etc.—(1) No new well, tank, pond, cistern or fountain shall be dug or constructed without the previous permission in writing of the Commissioner.

(2) If any such work is begun or completed without such permission, the Commissioner may either—

(a) by written notice require the owner or other person who has done such work to fill up or demolish such work in such manner as the Commissioner shall prescribe, or

(b) grant written permission to retain such work, but such permission shall not exempt such owner from proceedings for contravening the provisions of sub-section (1).

Section 461.—By-laws, for what purposes to be made.—The corporation may from time to time make by-laws, not inconsistent with this Act, with respect to the following matters, namely :—

(a) regulating, in any particular not specifically provided for in this Act, the construction, maintenance and control of drains, ventilation-shafts or pipes, cess-pools, water-closets, privies, latrines, urinals, drainage-works of every description, whether belonging to the corporation or to other persons municipal water-works, private communication-pipes and public streets;

(b) regulating all matters and things connected with the supply and use of water.

Section 471.—Certain offences punishable with fine.—whoever

(a) contravenes any provision of any of the sections, sub-sections or clauses mentioned in the first column of the following table, or of any regulation made thereunder ; or

(b) fails to comply with any requisition lawfully made upon him under any of the said sections, sub-sections or clauses ;
shall be punished, for each such offence, with fine which may extend to the amount mentioned in that behalf in the third column of the said table.

Section, sub-section or clause.	Subject.	Fine which may be imposed.
Section 274 ..	Requisition to provide storage cisterns and other fittings to be used for connections with water works.	Rs. 50
Section 377 ..	Requisition to cleanse, etc., neglected premises	50
Section 381 ..	Requisition to fill in pools, etc., which are a nuisance.	50
Section 381A, sub-section (1).	Digging or constructing well, etc., without permission.	500
Section 381 A sub-section (2).	Requisition to fill in or demolish well, etc. ..	500

Section 472.—Continuing offences.—Whoever, after having been convicted of—

(a) contravening any provision of any of the sections, sub-sections or clauses mentioned in the first column of the following table, or of any regulation made, thereunder, or

(b) failing to comply with any requisition lawfully made upon him under any of the said sections, sub-sections or clauses,
continues to contravene the said provision or to neglect to comply with the said requisition, or fails to remove or rectify any work or thing done in contravention of the said provision, as the case may be, shall be punished for each day that he continues so to offend, with fine which may extend to the amount mentioned in that behalf in the third column of the said table.

Section, sub-section or clause.	Subject.	Daily Fine which may be imposed.
Section 377	Regulation to cleanse, etc., neglected premises	Rs. 5
Section 381	Requisition to fill in pools, etc., which are a nuisance.	50
Section 381A, sub-section (2).	Requisition to fill in or demolish well, etc.	50

Section 488.—Power of entry.—The Commissioner may enter into or upon any building or land, with or without assistance or workmen, in order to make any inspection or survey or to execute any work which is authorised by this Act or by any regulation or by-law framed under this Act to be made or executed, or which it is necessary for any of the purposes, or in pursuance of any of the provisions, of this Act or of any such regulation or by-law, to make or execute.

Provided that—

(a) except when it is in this Act otherwise expressly provided, no such entry shall be made between sunset and sunrise ;

(b) except when it is in this Act otherwise expressly provided, no building which is used as a human dwelling shall be so entered, unless with the consent of the occupier thereof, without giving the said occupier not less than twenty-four hours' previous written notice of the intention to make such entry, and unless for any sufficient reason it shall be deemed inexpedient to furnish such information, of the purpose thereof;

(c) sufficient notice shall in every instance be given, even when any premises may otherwise be entered without notice, to enable the inmates of any apartment appropriated to females to remove to some part of the premises where their privacy need not be disturbed;

(d) due regard shall always be had, so far as may be compatible with the exigencies of the purpose for which the entry is made, to the social and religious usages of the occupants of the premises entered.

Section 489.—Enforcement of orders to execute works, etc.—(1) When any requisition or order is made, by written notice, by the Commissioner or by any municipal officer empowered under section 68 in this behalf, under any section, sub-section or clause of this Act mentioned in sub-section (2), a reasonable period shall be prescribed in such notice for carrying such requisition or order into effect and if, within the period so prescribed, such requisition or order or any portion of such requisition or order is not complied with, the Commissioner may take such measures or cause such work to be executed or such thing to be done as shall, in his opinion, be necessary for giving due effect to the requisition or order so made, and, unless it is otherwise in this Act expressly provided, the expenses thereof shall be paid by the person or by any one of the persons to whom such requisition or order was addressed.

(2) The sections, sub-sections and clauses of this Act referred to in sub-section (1) are the following, namely :—

274, 377, 381, 381A.

(3) The Commissioner may take any measure, execute any work or cause anything to be done under this section, whether or not the person who has failed to comply with the requisition or order is liable to punishment or has been prosecuted or sentenced to any punishment for such failure.

Section 517.—Legal proceedings.—(1) The Commissioner may—

(a) take, or withdraw from, proceedings against any person who is charged with—

(i) any offence against this Act;

(ii) any offence which affects or is likely to affect any property or interest of the corporation or the due administration of this Act;

(iii) committing any nuisance whatsoever.

Section 518.—Power to Government to provide for performance of duties in default of any municipal authority. (1) If, upon complaint being made to him and after such inquiry as he thinks fit to make, it shall at any time appear, to the Governor in Council that any of the provisions of sections 61, 381 and 381A, have not been or are not being duly carried out or enforced, the Governor in Council may make an order prescribing a period within which such provision shall be carried out or enforced.

(2) Provided, that, except in any case which appears to the Governor in Council to be one of emergency, no such order shall be made until after the expiry of one month from the date of service of a written notice on the corporation, and, if the Governor in Council shall think fit, on the Commissioner, requiring cause to be shown why such order should not be made, nor until the cause, if any, so shown has been considered by the Governor in Council.

(3) If, within the period prescribed in an order made under sub-section (1) the provision is not carried out or enforced, the Governor in Council may appoint some person to carry out or enforce the same and may direct that the expense of carrying out or enforcing such provision together with such reasonable remuneration to the person carrying out or enforcing the same as the Governor in Council shall determine, and the cost of the proceedings under this section shall be paid out of the municipal fund.

APPENDIX 18.

EXTRACTS FROM THE ANNUAL REPORT OF THE PUBLIC HEALTH
COMMISSIONER WITH THE GOVERNMENT OF INDIA FOR 1936.(1) *The Leprosy Colony at Uzuakoli in Africa.*

During 1936-37 the colony had a total population of 1,061 inhabitants, of whom 901 were resident patients on 31st March, 1937. A few years previously the site of the colony was a dense jungle, but Dr. Brown, the first Medical Superintendent, who built up the institution, worked with enthusiasm, patience and tact and since August, 1932, when the first patients were admitted, the colony has grown into a community of lepers, who carry out among themselves all the functions of civilized life including agriculture, industry, housing, education of the children, social activities and even maintenance of law. All patients are expected to work. Every able-bodied patient receives on admission a farm and a certain quantity of seed ; at harvest time he has to return a portion to the community store. Various local agricultural products are produced. The palm oil industry is a flourishing concern, whilst other industries include weaving, carving, tailoring, net making, manufacture of musical instruments, basket making and soap manufacture. The cultivation of *Hydnocarpus wightiana* is also being attempted. Road making and house-building are important occupations and blacksmiths and carpenters thrive. All of the 170 children in the colony attend the school which is staffed by eight teachers, some of whom had teaching experience before they joined the colony.

As the outside population have a prejudice against buying articles made by lepers, these are sold by the patients to their fellow patients, so that internal consumption forms the main incentive for industrial activity.

Exercise for the patients is by no means neglected. For many, their occupations afford sufficient exercise in the open air ; for those who work indoors, like teachers and nurses, football, volley ball and tennis provide recreation and exercise.

The most admirable part of the community life is the excellent discipline and spirit of harmony that prevail among the inmates although about 300 villages are represented in the colony. All offences are tried by a court consisting of the Chief assisted by a council of headmen and a head woman and although all have a right of appeal to a special court conducted by the medical officer, its jurisdiction is seldom necessary.

Seventeen babies have been born in the colony to leper mothers. These infants were all separated from their mothers at birth and were admitted to a Babies house, where they were brought up on artificial foods, exception being made in the case of small and feeble infants, which were permitted to be breast-fed by the mothers, care being taken to prevent contact with the mother except at the nipple.

All patients received treatment on modern lines and during the year 17 persons were discharged as cured because of " absence of symptoms, return of pigmentation and sensation in the patches, and repeated negative bacteriological examinations. "

The whole institution is managed on an economical basis and running costs amount to the incredibly small sum of about Rs. 3-8-0 per patient per month, this including the staff comprised of a Medical Superintendent, a T. H. worker who looks after the industrial and agricultural side of the work, a

lady honorary worker, who attends to the unaffected children and the nursing staff. This is a surprisingly fine achievement and it has been rendered possible only because of the spirit of self-sacrifice that the founder brought to task he had assumed, his genius for organisation and an understanding sympathy which enabled him to win the confidence of the African and enlist his co-operation for his own betterment.

(2) *Forest Farm Colony at Mangaltarai in the Central Provinces.*

This is a co-operative undertaking, Government, the American Mennonite Mission and the Mission to Lepers all being represented on the Board of Control :—

“ Its primary purpose is to re-establish in life arrested cases of the disease who have cleared up in Mission Homes in the Central Provinces and Berar, but who need to live under healthy conditions and with some assurance of a livelihood if the risk of relapse is to be reduced to a minimum. It is also for healthy children of lepers, that they too may have opportunity of winning from the forest their own farmstead. ”

An area of 6,288 acres was set aside by the Government for the purpose of providing holdings of 15 acres each and the terms of the settlement provide that, for the first two years, 20 per cent. of the persons admitted might be non-leprous people with agricultural experience in order to help the regular colonists to settle down to an agricultural life. The Government provided funds for water supply and for clearing the land, whilst the Mission to Lepers sanctioned a grant to help the colonists to tide over the first few months until the harvesting of the first crops. The American Mennonite Mission sanctioned the appointment of one of its members as the manager of the colony and he busied himself with organising the work, establishing a rural school, introducing a medical service, supervising a co-operative society and dealing with the many other problems of a pioneer venture. The development of this undertaking will be watched with interest ; its success will no doubt encourage others to make similar attempts to relieve the leprosy situation of the country.

The great importance of protecting children from infection has already been emphasised and, under existing conditions, it is almost impossible to prevent spread of infection to this susceptible group of the community. The development of leper colonies should be able to play a prominent part in this direction. In the first place, provision can be made for the segregation of infants born to leprous mothers ; secondly, life in the colony is itself an education to the resident patient in that he learns to avoid infecting others ; and, lastly, when he is discharged, he can help to spread the knowledge he has gained amongst his friends and acquaintances.

APPENDIX 19.

EXTRACT FROM THE REPORT ON LEPROSY AND ITS CONTROL IN INDIA (1941)
BY A SPECIAL COMMITTEE APPOINTED BY THE CENTRAL ADVISORY BOARD OF
HEALTH.

Certain principles recommended by this Committee for regulating future leprosy legislation.

(1) The disease should be notifiable but notification should be confidential and confined to cases who are infective. The present legislation for the notification of leprosy is to a large extent a dead letter.

(2) Legislation should provide power to isolate infective cases which are a danger to the community. For paupers who are suffering from leprosy, however, as defined in Section 2 of the present Lepers Act, legal power should apply to all cases.

(3) A patient compulsorily isolated outside his own home should be maintained at public expense.

(4) When a pauper suffering from leprosy is removed to an asylum under legal powers the complete cost of his maintenance in the asylum should be met by the administrative authority applying the Act.

(5) Legislation should include powers for the Health Officers to examine cases who are suspected to be in an infective condition.

(6) Legal powers regarding the occupation of patients with leprosy detailed in the present Lepers Act, shall be retained but for infective cases only.

(7) The powers of arrest and removal of a person who appears to be a pauper suffering from leprosy should be entrusted to the health authorities and the services of the Police called in only when difficulty arises.

(8) Legal power should be provided whereby a person who, after commitment to an asylum, absconds, can be committed to a Leper Jail by order of a magistrate. Section 12 of the Lepers Act provides for arrest without warrant and return to the asylum of persons compulsorily isolated. This is inadequate.

APPENDIX 20.
Centres where facilities for radium and deep X-ray treatments are provided.

Province.	Whether facilities for radium treatment exist. If so, in which hospital.		Remarks.	Whether deep X-ray therapy is provided. If so, in which hospital.		Remarks.
1 Delhi ..	Yes.	At Lady Hardinge Hospital.	..	No.	..	..
2 U. P. ..	No	..	It is proposed as a part of five-year plan of postwar reconstruction and development of the Medical Department in this province to establish a radium institute at the Medical College, Agra.	Yes.	At the Medical College, Agra, and King George's Medical College, Lucknow.	Two more deep X-ray therapy units are proposed to be installed in the Province under postwar reconstruction scheme (Gorakhpur & Benares).
3 Bihar ..	Yes.	At Patna Medical College Hospital.	..	Yes.	At Patna Medical College, Hospital.	..
4 C. P. & Berar	No	..	It is proposed to provide radium treatment, when the New Mayo Hospital, Nagpur, is built in the five-year postwar plan.	No.	..	It is proposed to provide deep X-ray therapy when the New Mayo Hospital, Nagpur, is built in the five-year postwar plan.
5 Ajmer ..	No	..	..	No.	..	..
6 Coorg ..	No	..	..	No.	..	..
7 Madras ..	Yes.	At Barnard Institute of Radiology, Government General Hospital, Madras, & King George Hospital, Vizagapatam.	..	Yes.	At Barnard Institute of Radiology, Government General Hospital, Madras and Erskine Hospital, Madras.	..
8 N.W.F.P.	No	..	Arrangements are being made to provide facilities for radium treatment in Lady Reading Hospital, Peshawar.	No	..	Arrangements are being made to provide deep-X-ray therapy in the Lady Reading Hospital, Peshawar.

9	Bengal	..	Yes. 1. Medical College Hospital, Calcutta (Government). 2. Presidency General Hospital, Calcutta (Government). 3. Carmichael Hospital, Belgachia, Calcutta (Private). 4. Chittaranjan Seva Sadan, Calcutta (Private).	..	Yes. 1. Medical College Hospital, Calcutta (Government). 2. Presidency General Hospital, Calcutta. 3. Campbell Hospital, Calcutta (Apparatus out of order).	..
10	Assam	..	Yes. At Welsh Mission Hospital, Shillong (380 mgms. of radium).	..	No.	..
11	Baluchistan	No	..	..	No.	..
12	Orissa	..	Yes. At Cuttack General Hospital.	..	No.	..
13	Bombay	..	Yes. At Tata Memorial Hospital, Parel, Bombay.	..	Yes. At 1. J. J. Group of Hospitals (Bombay Government). 2. G. T. Hospital, Bombay (Government). 3. Tata Memorial Hospital, Parel, Bombay (Private). 4. K. E. M. Hospital, Parel, Bombay (Municipal Hospital).	..
14	Sind	..	No	..	No	..
15	Punjab	..	Yes. At 1. Mayo and 2. Lady Willingdon Hospitals, Lahore.	..	Yes. At 1. Mayo Hospital, Lahore. 2. Victoria Jubilee Hospital, Amritsar.	..

APPENDIX 21.

REPORT BY COLONEL M. TAYLOR, O.B.E., M.D., D.P.H., I.M.S., ON HIS
TOUR OF MENTAL HOSPITALS AT THE REQUEST OF THE HEALTH SURVEY
AND DEVELOPMENT COMMITTEE.

CALCUTTA.

I commenced my tour on 30th December, 1944, in order to meet Dr. G. Bose, in Calcutta, as he intended leaving the city on 1st January, 1945 for some weeks.

In Calcutta, I visited and inspected the following :—

- (1) Lumbini Park Mental Hospital and Clinic.
- (2) The Mental Hospital for Male Patients at Mankundu.
- (3) The Mental Hospital for Females, 78, Lower Circular Road, Calcutta.
- (4) The Observation Ward, Bhawanipore.
- (5) The Out-door Neuro-Psychiatric Clinic, Medical College Hospital, Calcutta.
- (6) The Out-door Neuro-Psychiatric Clinic, Carmichael Medical College, Calcutta.

Lumbini Park Mental Hospital.

This institution is managed by the Indian Psycho-Analytical Society. The daily average number of in-patients treated is 20 (males 14, females 6). During the period 5th February, 1940, to 31st December, 1941, a total of 175 new mental cases attended the Outdoor Clinic.

The Outdoor Clinic at Lumbini Park Mental Hospital is also open to General Patients (8,191 was the total number attending from day to day during the period 5th February 1940—31st December 1941).

There are two Resident Physicians, the respective salaries being Rs. 100/- and Rs. 75/- per mensem, and a number of honorary visiting physicians who attend for a total of 14 hours per week. The work of the outdoor clinic and routine work can leave very little time at the disposal of the resident physicians for ward work, and the salaries paid to the Nursing Personnel would indicate that the nursing care cannot be of a very high standard.

The Senior Nurse receives a salary of Rs. 20, and the three remaining members of the Nursing Staff receive salaries at the rate of Rs. 15 per mensem, plus food and lodging. Sixteen male attendants receive salaries at Rs. 25, and five female attendants Rs. 10, plus food and lodging.

It is stated in the report from 5th February 1940 to 1st December 1941 that "for want of funds trained nurses cannot be employed to look after the patients".

The rates for indoor patients are as follows :—

	Rs.
(i) First Class Bed	300 p.m.
(ii) Second Class Bed	200 p.m.
(iii) Third Class Bed	150 p.m.

and "a special charge shall be made if special nursing has to be arranged for; this shall only be done with the written sanction of the guardians; the charge for the special nurse shall be paid in advance. Special medicines will also be charged for at cost price".

The rates at the European Mental Hospital, Ranchi are as follows.—

	Rs.
*(i) First Class (inclusive of three private attendants)	300 p.m.
*(ii) Second Class (inclusive of two private attendants)	200 p.m.
(iii) Third Class	46 p.m.

with European diet, all drugs, and no charge for extras.

* In (i) and (ii) the guardians are called upon to meet the cost of "Dearness Allowance" to the private attendants at the scale as sanctioned by Government.

It is obvious that (apart from the one free bed) Lumbini Park Mental Hospital cannot, at present, be widely patronised by the general community.

Owing to the small numbers the *per capita* rate is extremely high—viz., Rs. 2,091 per annum.

It has been pointed out that the visiting physicians who are all highly qualified, spend a total of 14 hours per week in the hospital. This can scarcely be considered adequate for specialized treatment. One of the honorary physicians is a M.R.C.P.E., D.P.M., but he visits one day per week for two hours. Honorary Physicians are, as a rule, very jealous of their prerogative but take their responsibilities lightly.

The equipment is neither extensive, nor modern, and the environment of the hospital leaves much to be desired. There is little provision for diversion, occupational therapy, or rehabilitation.

The institution to all intents and purposes is a Private Home, and hampered as it is by its extensive outdoor clinic for general patients, and lack of funds, it cannot be considered a satisfactory institution for the treatment of mental patients. As at present conducted, I do not rate the facilities for training very highly. This institution, given adequate funds to meet the cost of expansion on modern lines, would, in time, become both a useful hospital, and a good teaching school.

Mankundu Mental Hospital, Calcutta.

The Male Section of this hospital is situated at Mankundu, about 22 miles from Calcutta City, and the Female Section at 78, Lower Circular Road, Calcutta.

The daily average number of patients in both sections, is 56 (males 43, females 13).

The aims of this institution according to the prospectus are:—

(i) To provide for up-to-date institutional treatment of mental cases, and to place the same within the reach of the masses.

(ii) To provide facilities for training in, and research in Psychiatry and Psychological Therapy.

(iii) To train up nurses for attending to mental cases.

The lack of funds has, so far, prevented these aims, and all that can be said for the institution, at present, is that even the standard of custodial care cannot yet be considered satisfactory.

In the male section at Mankundu, the buildings are good, but in a very bad state of repair, and the compound (there is no Mali) is an absolute jungle. I found the patients under poor control, and the whole atmosphere of the hospital was most depressing.

The Mental Hospital for Females.

The female section (75, Lower Circular Road, Calcutta) is located in a rented house, not very suitable for the purpose, but the patients appeared to be happier and better cared for.

I gained the impression that the Nursing Personnel in both sections was of poor quality and totally inadequate.

Here again, there is an imposing list of Visiting Physicians. Their hours of attendance are not specified, but the state of the institution, as a whole, reflects no credit on any one. It stands as an indictment to Bengal.

The Chief Medical Officer and the Secretary to the Court of Governors of this hospital, who accompanied me on my visit, are well aware of the limitations of this Institution, as is the Court of Governors. The Court has appealed to Government for financial aid, and they have offered to hand the institution over to the control of Government. If financial aid is not forthcoming the Court envisages the early closure of this hospital. The buildings and land were a gift, but, as is usual with such gifts, carry no endowment.

The Court of Governors in 1941 appointed a sub-committee to enquire into the management of this hospital. The following are some extracts from the report of the sub-committee :—

“While paying our highest compliments to the Founder Secretary for his bold and single-handed efforts, we cannot but state that the hospital has, so far, been working with thoroughly inadequate equipment”.

“It seems that the authorities of the hospital had no idea of the eminence which this institution was destined to rise to in so short a time. Considering the difficulties of managing mental patients in private homes and the hardship entailed in securing accommodation in the Ranchi Hospital (Indian) where the accommodation is scarcely sufficient for Criminal Lunatics*, it is no wonder that the first non-official attempt in this line was kindly received, leniently judged, and eagerly availed of by the public. We hold, however, that the hospital should be properly equipped without further delay.”

I endorse the comments of this sub-committee with regard to the Founder-Secretary, whom I had the pleasure of meeting, and I would also pay a tribute to the medical men who have attempted the impossible with the meagre resources at their disposal and the numerous handicaps with which they had to contend. The results attained, in spite of the very formidable obstacles, reflect credit on the entire staff. They have, in a small measure, assumed a responsibility which Government and the Corporation have, so far, shirked.

Fifty per cent of the patients in this hospital are non-paying, and the maintenance charges for paying patients are much less than at Lumbini Park.

The attending physicians receive travelling allowance only, while the remuneration of the nursing staff and attendants is rather less than is normally paid to menials.

* The statement in this report, that the accommodation in the Indian Mental Hospital, Ranchi, is scarcely sufficient for criminal lunatics, is incorrect. The total authorised accommodation is for 1,300 patients, and the number of criminal patients at present under treatment is 421 (males 392, females 29).

Until adequate funds are available for vast improvements in the buildings, adequate whole-time qualified personnel, and modern equipment this institution is neither in a position to render modern treatment in the psychoses, nor to afford any facilities for teaching in Psychiatry.

Mental Observation Ward, Bhawanipore, Calcutta.

This institution receives Magistrates' cases, and patients for observation sent by the police authorities.

The Superintendent is the professor of Medical Jurisprudence in the University, and, *as a side-line*, he is Lecturer in Mental Diseases. The Buildings are first class, in very good order (rather over-done with massive iron bars), and located in a central area of the city. There are 30 beds, and the daily average number of patients is 10.

It is here that the under-graduates receive their instruction in the psychiatry (ten lecture demonstrations), and to augment the clinical material, twelve patients are transported from the Indian Mental Hospital, Ranchi. The patients so transported are classified into three groups:—

Group I. Idiocy (1), Imbecility (1), Obsessional Neurosis (1), G.P.I. (1).

Group II. Mania (2), Melancholia (1), Dementia Paranoides (1).

Group III. Dementia Praecox (Schizophrenia) (1), Paranoia (1)
Confusional Insanity (1), Drug Psychosis (1).

The training of the Calcutta Undergraduates in this most important branch of medicine is totally inadequate. The students are merely being exploited. The first essential step would be to divorce Psychiatry from Medical jurisprudence and appoint a Psychiatrist as Lecturer, and the Second, and more important, the provision of suitable clinical material.

I am of the opinion that this institution could be modernised at a small cost and could more efficiently contribute to psychiatric education. I suggested to the Surgeon-General that it would make an admirable Psychiatric Unit, with out-patient department and beds. The Observation Ward would also be possible in the same Unit. The Surgeon-General agreed.

The Psychological Clinic, Carmichael Medical College, Calcutta.

This clinic is open from 8 a.m. to 10 a.m. on Tuesdays and Thursdays—Outdoor patients only.

Dr. G. Bose is in charge of the Clinic and is assisted by Dr. Nagendranath De, M.B., D.T.M. (Cal.), M.R.C.P.E., D.P.M. (Lond.), and Dr. S. Banerjee, B.Sc., M.B. (Cal.), D.P.H. (Lond.).

During 1943, 57 new cases from Calcutta and 17 from the mofussil received treatment at this clinic, and 17 old cases from Calcutta and 5 from the mofussil also attended. The total number of patients receiving treatment during 1943, was 96, the average daily attendance was 4 (1 new, 3 old cases), and included Psychoneurotics and Psychotics.

The total expenditure for the year amounted to Rs. 42-2-0.

Clinical lectures and demonstrations were held regularly for senior students of the Carmichael Medical College, and Post-Graduate students of the Department of Psychiatry, University of Calcutta.

Clinic for Neurology and Psychiatry, Mental College Hospital, Calcutta.

PHYSICIAN IN CHARGE—Dr. Chandra Saha, M.Sc., M.B., D.T.M. (Cal.), F.R.F.P.S. (Glas.), M.R.C.P. (Lond.).

This clinic opened in July 1937, closed in December 1941, re-opened in July 1943, closed again 1943, and again re-opened in March 1944.

As will be seen, this Neuro-Psychiatric clinic has had a chequered career, and in his report of 1942, the Physician-in-charge states "for want of beds and rooms, special methods of treatment and investigation cannot be undertaken".

When this clinic did function, the daily average number of patients was, new cases 1·8, old cases 4, in the proportion of two Psychiatric to one Neurological case.

The Physician-in-charge rightly states that the clinic is still in its embryonic stage, and he has a scheme for further development.

The Principal of the College is against Neuro-Psychiatric Clinics, and considers there should be separate Neurological and Psychiatric Clinics. The consensus of present day opinion is in favour of the Principal's views.

Both clinics are poorly equipped, and conducted entirely by Honorary Physicians, a subject which I shall deal with later.

While in Calcutta I took the opportunity of calling on the Surgeon-General with the Government of Bengal, the Secretary, Public Health and Local Self-Government, Government of Bengal, and the Registrar, Calcutta University. I also made contact with many other gentlemen, including the Professor of Physiology, Medical College, but space is too short to give details of all discussions. They will be embodied in my General Remarks.

I left Calcutta, having formed the opinion that the mental hospitals and clinics which I visited there cannot be considered satisfactory, and are far below the standard which one would expect to find in a University City.

There is a crying need for a modern Mental Hospital for Indians in Calcutta of at least 250 beds—both in the interests of the community and the university. The bulk of the clinical material passes to the Indian Mental Hospital, Ranchi, and it is not feasible either to send large number of patients from Ranchi to Calcutta, or to send Medical Students to Ranchi.

The question of expanding and modernizing the existing Mental Hospitals in Calcutta would be a matter for the Bengal Government; it is advisable that institutions where a teaching programme is carried out should come entirely under Government control and supervision.

It would be more economical, and would lead to greater efficiency, to build in Calcutta a modern Mental Hospital of 250 beds on a suitable site, with a view to possible later expansion to 1,000 beds.

A need which is equally urgent is a Home for Mental Defectives of at least 200 beds.

If the climate in Lahore, Bombay, Agra, Nagpur, Madras, is not considered a bar to the erection of Mental Hospitals, then the project is feasible in Calcutta, and should be seriously considered before further expansion programmes are undertaken at Ranchi.

MADRAS

In Madras, my programme included visits to the following:

- (1) The Government Mental Hospital.
- (2) General Hospital, Madras.
- (3) The Madras University.
- (4) The Madras Medical College.
- (5) The Stanley Medical College.
- (6) Nursery Schools and Montessori Schools.
- (7) The Children's Aid Society.

The Government Mental Hospital

The hospital is built over a large area (approximately 60 acres), and there is ample ground space and playing fields. The buildings are good and are kept in a good state of repair.

The daily average number of patients during 1943 was 1,223 (males 861, females 362). There are no criminal patients.

The hospital is grossly overcrowded, and only a small percentage of the patients have cots. Some of the best wards are at present requisitioned for R.P. work.

In spite of this, the custodial care is of a reasonably good standard (by the term "Custodial Care" I mean the orderly and systematic methods by which physical, recreational, and hygienic activities are regularly carried on).

The Medical Superintendent holds the degree of M.B.B.S. (Madras), and has been on the staff of the hospital for 14 years; the members of the medical staff are temporary, and belong to the General Service cadre, and are not highly qualified.

The Deputy Superintendent who had been on the staff for 2-8/12 years informed me that he was working in the Mental Hospital merely "because he had been posted there", and he sounded as if he had a grievance.

Of the 7 Medical Officers one holds the M.R.C.S., L.R.C.P., and L.M.S.S.A. (Lond.), and six are L.M.Ps. There are two women apothecaries. The Medical Superintendent says he is handicapped by continual changes in the Medical Staff. The Deputy Superintendent with 2-8/12 years service holds the longest record of service of the present staff.

The Medical Superintendent has had no Post-Graduate courses of instruction, and the standard of Psycho-therapy can well be imagined. The Medical Staff is barely sufficient to give proper medical and surgical care to all the patients who develop acute or chronic physical disease during the course of their Psychoses. The ratio per cent discharged recovered to daily average strength is 10.79, and the ratio per cent of cases recovered to direct admissions is only 12.20. These figures indicate that detention rather than therapy is the main function of this institution.

The Medical Superintendent is responsible for the training of Under-Graduates from the Madras, Stanley and Missionary Medical Colleges. There are four courses (12 lectures and demonstrations) per annum; the average number of students attending each course being 35. The number of students receiving instruction is therefore 140 per annum.

I am of the opinion that this responsibility is too heavy for the present Superintendent, who has had no clinical or Post-Graduate experience outside the Madras Mental Hospital. I understand the Madras Government proposes to press for the release of the permanent Superintendent who is at present serving as a Psychiatrist in the Army, and I consider that this is an urgent necessity.

There are no Outdoor Psychiatric Clinics at any of the Madras Hospitals, and this is well, for there are no officers with the qualifications and experience to conduct such clinics.

There are at present no facilities in Madras for Post-Graduate training in Psychiatry. I shall return to this subject in my General Remarks. Let me, however, quote Lt.-Col. G. R. McRobert, I.M.S., Professor of Medicine, Madras, one of the ablest men in the Medical profession in India today, in an address he delivered recently before the Council of Post-Graduate Medical Education of the University of Madras:—

“For diseases of Mind we have not in the whole Madras Presidency, with its teeming millions, and vast amount of mental disorder and Psychoneuroses, a single Mental Expert, technically qualified to teach even up to the pass M.B. standard, far less to instruct Specialists.”

The Social Services which I was invited to visit in Madras are still in the pioneering stage. They included the Children's Aid Society, Egmore; the Madras Vigilance Association, Mylapore; the Nursery School Projects (Vepery Nursery School), and one of the Montessori Schools. They are, no doubt, being conducted conscientiously by persons who are trying to do the job to the best of their ability, but they lack that Psychiatric background which makes for efficiency. There will be no co-ordination in these Social Services until Madras has an organized Mental Health Service. Efficiency is not possible until an adequate number of trained Psychiatrists and Psychologists is available.

I do not believe that Psychiatry is the answer to all problems in life, but there is no doubt that a Psychiatric approach to the understanding of human behaviour should be made to an increasing extent by all workers in the fields of Physiological, Social, and Psychological maladaptation.

BANGALORE

My programme here included visits to the

- (1) Government Mental Hospital,
- (2) Government Medical Schools,
- (3) Government General Hospitals,

and I had interviews with the Senior Surgeon (the Administrative Medical Officer, Mysore Government), the Residency Surgeon, and some of the Teaching Staff at the General Hospitals.

Mysore Government Mental Hospital

After the depressing experience at the Mental Hospitals in Calcutta and Madras, it was a real pleasure to visit the Bangalore Mental Hospital. The Hospital is comparatively new (1937), and has been planned on the Villa system, the latest design for Mental Hospitals. The spacious lawns and gardens are well kept.

Accommodation is available for 300 patients (males 200, females 100). The pavilions for male and female patients are self-contained, and arranged in a square quadrangle, with units of 4 to 20 patients. There are single rooms (rather small) in each pavilion, which are intended for boisterous patients.

Special rooms are provided for paying patients, and some Cottages are available for well-to-do patients.

All the essentials for modern treatment are present in this hospital—modern Hydrotherapeutic Units, a well-equipped Operation Theatre, a Psychological Laboratory, conducted by a full-time qualified Psychologist, a useful Occupational Therapy Department, a Club and Diversional Therapy Units, excellent Surgical and Laboratory Equipment, and extensive Fruit and Vegetable Garden, where patients so inclined can occupy themselves.

Electrical Convulsant Therapy apparatus and an Encephalography Unit will be installed as soon as they are available on the market.

The Hospital is supervised by two Boards of Visitors, one, composed of State Officials, deals with the interests of Mysore State patients, the second, composed of Magistrates, Medical Officers of important hospitals, and a few non-officials, looks after the interests of Civil Patients (non-Mysore) and patients from the Military Area.

The Hospital receives paying patients from any part of India, provided there is a reasonable expectation of recovery.

Patients are to a large extent selected, and, in the circumstances, the recovery rate to direct admissions exceeds 40 per cent. This high recovery rate is the best indication of the standard of treatment.

The types of patients undergoing treatment in this hospital include the Schizophrenic—Paranoid Group, the Affective Group, the Organic Reaction Group, the Psycho-Neurotic Group, Epilepsy, Pre-senile, Senile and Arterio-Sclerotic Dementias, and Mental Deficiency.

The clinical material is ample, both for under-graduate and post-graduate teaching.

The hospital also conducts a daily Out-Patient Department, where Psycho-Neurotics and patients who do not require hospitalization, and those who have been discharged but need continuation of treatment are attended.

In addition to the above class of patients, many cases are referred to this clinic for opinion where a Psychological basis for physical symptoms is suspected. Problem Children, Delinquents, Dull and Backward Children of various grades and types, and children suffering from speech defects, etc., are also treated. The number of out-patients (new and old) attending the Out-Door Clinic during 1943, was 5,242, and during the same period 705 adults and 162 children were examined in the Psychological Laboratory. The Psychologist hopes for additional equipment in the near future, and plans for the extension of buildings are already in hand. The extension will include a Research Laboratory and a Neurological Laboratory.

The Case Records are admirably maintained, and clinical assistants and students have an excellent opportunity of a detailed study of cases placed at their disposal.

The Hospital is recognized as a teaching institution for the M.B.B.S. and BA. (Hons.) in Psychology of the Mysore University, and the L.M.P. course of the Medical School. The hospital is also recognized as a School for post-graduate work and some research work is already being undertaken.

The staff as a whole gives the impression of high standard of efficiency.

This hospital, as at present conducted, is well adapted for both undergraduate and post-graduate teaching, but a caution is necessary. The Medical Superintendent is a highly trained and experienced teacher and clinician, but there is no Deputy Superintendent and under-study. The Superintendent is on a ten years contract which is completed in March 1945. It is doubtful if he will remain in the service of the Mysore Government, and the scale of pay is so inadequate that it will never command the services of a man of comparable ability to the present Superintendent. In short, the Bangalore Mental Hospital is a "one man show" ran by Dr. Govindaswamy. If Dr. Govindaswamy leaves Bangalore, the Mental Hospital will deteriorate, and the teaching facilities will disappear.

There is an adequate staff, on a poor scale of pay. My remarks on Nursing Personnel apply equally to this Institution as to all the others visited.

I would offer the following criticism on the layout of the Bangalore Mental Hospital. The residential quarters are much too near the hospital wards. The residence of the Medical Superintendent is less than a stone's throw from the residence of some of his subordinates. Bangalore Mental Hospital might well be accepted as a model, but these defects should be avoided in the erection of new Hospitals.

POONA.

At Poona, I visited the Central Mental Hospital, and the Medical School Hospital, and had interviews with Lt.-Col. B. Z. Shah, I.M.S. (Retd.), Medical Superintendent of the Mental Hospital, and Lt.-Col. S. Prall, I.M.S., Civil Surgeon and Superintendent of the Medical School Hospital.

Central Mental Hospital, Poona.

This institution is situated at Yeravda, about 7 miles from Poona City, and is conveniently within reach of the students of the Medical School. I understand the Poona Medical School will be up-graded to the status of a College in the near future.

The authorized accommodation is as follows:—

				Male	Female	Total
Europeans	..	..	..	141	74	215
Indian Section No. 1	..	..	..	124	127	251
Indian Section No. 2	..	..	..	456	178	534
Acute Section	..	..	..	34	11	45
Infirmary	..	..	..	79	83	132
Total				784	443	1,227

The daily average number of patients during 1943 was 1,326—almost 100 more than the authorised scale, and since the authorized scale, according to floor space is none too generous, this hospital can, at present, be described as over-crowded.

During 1943 there were only 21 Voluntary patients.

Occupational Therapy has been restricted "owing to the difficulty in procuring raw materials, and Diversion Therapy for all patients has not been possible owing to lack of funds.

The total annual expenditure (1943) was Rs. 4,90,927; the amount received from paying patients was Rs. 1,47,627, so that the total cost falling on Government amounted to Rs. 3,43,300.

The annual total *per capita* cost in 1943 was Rs. 368.28, and it can therefore be assumed that in normal times the *per capita* cost was much less than one Rupee per day.

Staff.—The Superintendent, due to the present emergency, is a retired I. M. S. officer who does not profess to be a Psychiatrist, and the remaining members of the professional staff lack experience in Psychiatry.

In 1942 the ratio per cent. of patients discharged recovered to direct admissions was 15.89. This is a very satisfactory figure considering that the hospital has insufficient medical staff to give more than cursory attention to patients.

This institution could be converted into a first class Mental Hospital with very little expenditure. The buildings are good, well kept, and suitable. Some of the massive iron bars might well be removed.

The equipment in all departments is poor, but this can quite easily be remedied as funds become available. The outstanding deficiencies in this hospital are the lack of trained Psychiatrists, and trained nurses, and the Bombay Government will have to work on the theory that more and better trained professional personnel is the urgent need of the Central Mental Hospital at Poona.

Eight lectures, with demonstrations, are given to the students of the B. J. Medical School, Poona, by the Medical Superintendent, and, with the present staff, this hospital is quite unable to extend its teaching burden to include either M. B. students or Post-Graduate.

There is no Psychiatric Clinic at the B. J. Medical School Hospital, and at present there is no scheme to include one in the near future.

BOMBAY.

My programme in Bombay included interviews with the Surgeon-General, the Registrar of the University, the Dean of the Medical Faculty of the University, the Dean of Seth G. S. Medical College, the Principal of the Grant Medical College, the Hon. Psychiatrists, Grant Medical College, and the Hon. Lecturer in Psychiatry, G. S. Medical College, and others.

I visited the Psychiatric Clinic, J. J. Group of Hospitals, the N. M. Mental Hospital, Thana, the Indian Institute of Psychiatry and Mental Hygiene, and the Child Guidance Clinic, Sir D. J. Tata School of Social Work.

Thana Mental Hospital;

This institution is situated about 20—25 miles from Bombay. Although not very old (1901) it cannot be described as a Modern Mental Hospital. Its present function is obviously one of segregation rather than of active therapy.

The daily average number of patients during 1944 was 500.2—a number considerably in excess of the authorised scale.

The ratio per cent. of patients discharged recovered to direct admissions during 1944 was 20, a figure which reflects credit on the Superintendent and his staff.

The number of Voluntary patients in 1944 was 40, and the daily average number of criminal patients for the same period was 32.5.

There is, I understand, a scheme for improving the present hospital, or alternatively to erect a new Mental Hospital. The latter alternative seems the better, but with a programme for a Post-Graduate course in Psychiatry and a large number of Undergraduates in Medicine, it would be worth while considering the erection of a modern Mental Hospital on the same lines as the Mental Hospital, Bangalore, of about 250—300 beds, and on a site accessible to both teachers and students. Almost a whole forenoon or afternoon is expended in travelling to and from this institution by those attending demonstrations.

The Out-Patient Psychiatric Clinic—J. J. Group of Hospitals, is under the direction of Dr. Masani, the Hon. Psychiatrist, who holds a D.P.M. There are 4 beds allotted for in-patients, and the average number of patients said to attend the Outdoor Clinic, is 12. The clinic functions twice weekly, and the Physician's sessions extend from 2 to 3 hours. The clinic is poorly equipped, and the House Physician (who is shared by the T. B. Clinic), is studying for his M. D. degree in Midwifery and Gynaecology.

Students for the M. B. degree attend this clinic for 7 or 8 sessions; they have 14 lecture demonstrations at the Grant Medical College, and five demonstrations at the Thana Mental Hospital. The Hon. Physician's suggestions to increase the lectures to 50 will, no doubt, be strongly opposed, in view of the already over-loaded curriculum.

Seth G. S. Medical College.

There is no regular out-door Psychiatric Clinic and no beds allotted for Psychiatric cases. The Hon. Lecturer in Psychiatry visits when called upon. He is M.B. B.S. (Bombay), and did an extensive post-graduate course (18 months) in the U.S.A. His visits average two per week, and the number of patients seen average two per week.

Diploma in Psychological Medicine. I have studied very carefully the Syllabus for the Diploma of Psychological Medicine of the Bombay University, and I have had lengthy discussions on it with the Surgeon-General, Bombay, the University authorities, and the two Physicians on whom will fall the burden of teaching in Psychology and Psychiatry.

I did not discuss the teaching of Anatomy and Physiology of the Central Nervous System. There is no Psychological Department in the University, and the two Hon. Physician-Lecturers will have no Psychological Laboratory at their disposal. The out-door Psychiatric Clinics are poorly-equipped for teaching purposes, while the Mental Hospital at Thana cannot be described as of a very high standard.

The Bombay Diploma in Psychological Medicine requires no training in Experimental and Practical Psychology, but I cannot see how Psychology can be taught in a scientific manner without a Psychological Laboratory, and a well-equipped Psychological Department.

Psychiatry cannot be learned from books and didactic lectures. It must come as the result of actual contact with patients. Theories may be discussed in the Class Room, but when we attempt to fit them to conditions as they are, something is missing, and that something is skill and understanding which can only be acquired through the medium of clinical experience.

I am definitely of the opinion that teachers in Psychological Medicine must have long experience of full time clinical work in Mental Hospitals. This is particularly important in Post-Graduate instruction.

I have discussed this question in some detail. I would remind the Committee that I am discussing Principles and not individuals, and with the present facilities for teaching I cannot be convinced that the standard of the Diploma in Psychological Medicine, Bombay, will be very high, and I believe most of the authorities I have interviewed take this logical view also.

I do not suggest that the scheme be dropped. On the contrary, a beginning must be made sometime, but the authorities must press on schemes which will ensure better facilities for training.

The Superintendent, Thana Mental Hospital, has shown me Plans for a new Mental Hospital, and has given me a note embodying his suggestions for improvements. The document is too lengthy and in too great detail for inclusion in this report, but I have suggested that it be forwarded to the proper authorities for careful consideration.

It would be more convenient for teachers and students if a site for a modern Mental Hospital could be found nearer the Medical Schools.

The Travelling Allowances granted to the Honorary Physicians permit them to visit the Thana Mental Hospital once per week—occasionally twice. It takes approximately $2\frac{1}{2}$ to 3 hours in travelling, and therefore the time at their disposal for Psychotherapy and Clinical Study can be but limited. Teaching at Thana Mental Hospital should obviously be the entire responsibility of the Superintendent of the Mental Hospital.

Social Services in Bombay.

A creditable start has been made, and I was greatly impressed by the work of the Child Guidance Clinic of the Sir Dorabji Tata Institute of Social Sciences. The number of children dealt with is small. During 1939, the number of new cases admitted was 63, and 11 old cases remained from 1938. In spite of these small numbers, this institution will be of great help in the training of both undergraduates and post-graduates in the study of Problem Children, and Child Psychology.

In the latest published report (1939) it was claimed that "the results of the work were gratifying, taking into account the extreme infancy of the Clinic, and the shortage of trained Staff". This has been the usual experience of most Clinics. Further development of this Child Guidance Clinic will bring forth well-trained Psychiatric Social Workers, who will be capable of treating the family members, while the Psychiatrist works with the patient.

NAGPUR.

I visited the Nagpur Mental Hospital, the Mayo Hospital and had discussions with the Inspector-General of Civil Hospitals, the Superintendent, Medical School, and the Superintendent of the Mental Hospital.

The Nagpur (Central Provinces and Berar) Mental Hospital.

The Medical Superintendent (Dr. J. Roy, M.B., D.P.M.) handed me a note with "Certain suggestions regarding the Post-War Reorganization Scheme about medical relief and health development". These are of interest and I shall enumerate some of them briefly. He says :—

(1) "It is not known definitely whether the Medical Relief Advisory Committee of the Health Survey and Development Committee will advise

the Central Government to consider "Health Problems and its Development" as an All-India problem or whether the Government of India will decide to leave these problems for the consideration of Provincial Governments for necessary action. If it is the latter, then it must be admitted that there will be no uniformity in the execution of the scheme, as some of the Provinces may not be in a position to give effect even to the most urgent needs on account of their financial position."

I agree entirely.

(2) He recommends the creation of a Mental Health Service as in the United Kingdom or United States, America, and advises :—

(a) Compulsory Primary Education of the right type.

(b) Creation of a Mental Health Service consisting of Psychiatrists, Psychologists and trained Social Workers.

(c) Systematic psychometric investigation of all school-going children and necessary gradation as regards their capability to pursue different vocations. This implies specially trained vocational and industrial Psychologists.

(d) Creation of separate and independent chairs in Psychiatry and Psychology in all the Universities. There must be under-graduate and post-graduate courses.

(e) Psychology and Principles of Psychological Medicine must be included in the curricula of Medical Education.

(f) Children's Clinics must be as wide-spread as possible.

He also strongly advocates that "the Health Problem (both Mental and Physical) be treated and dealt with as a Central Subject by the Central Government to ensure uniformity, as otherwise, it is just possible that some of the Provincial Governments may find it beyond their financial resources to give full effect to the scheme for which grant of a subvention might become necessary.

It is not possible to enumerate all of Dr. Roy's observations. The above would be the ideal, and in due course will be practicable, but it is more than a quarter of a century since the United States of America and United Kingdom, took up Mental Health problems, and since the subject, has, so far been shirked in India, we cannot expect the ideal scheme to materialise for some considerable time.

The Mental Hospital has accommodation for 600 patients (beds do not yet exist for all patients, and in the Isolation Block they are of cement)—Males 458, Females 142. There is no other Mental Hospital in the Central Provinces. The 1931 Census revealed the Insane Population of the Central Provinces to be 5,033 (Males 3,161, Females 1,872). There would appear to be a clear case for increasing the accommodation.

The hospital is of a very poor type, and some of the buildings date from the first half of the Nineteenth Century. The ratio per cent. of patients discharged recovered direct admissions during 1944 was 21.15. In view of the numerous handicaps, this figure is very creditable.

The following is the list of defects, as prepared by the Medical Superintendent:—

- (i) Inadequacy of the Medical Staff.
- (ii) Inadequacy of the Nursing Staff.
- (iii) Very poor quality of the Attendant Staff.
- (iv) No Neuro-Surgeon, no Biochemist, no Pathologist. (Laboratory buildings have been completed, but the scale of pay is not likely to attract a good Bio-Chemist).
- (v) Some of the buildings are of the archaic type.
- (vi) There are no Occupational Therapists nor Physical Culturists.
- (vii) Inadquacy of mental establishment.
- (viii) Very low scale of pay for all Staff (Medical, Nursing, Attendants).
- (ix) Mental Defectives have to be admitted along with the Psychotic in the same hospital, as a result of the definition "Lunatic" [Section 3 (4) of the Indian Lunacy Act, 1912].

I do not think the Superintendent has been ungenerous. I might add that, in my opinion, it is the poorest type of Mental Hospital, I have visited in India, which has Government support. In his observations the Medical Superintendent states: "From time to time the unsatisfactory state of affairs had been brought to notice of the Government, and a six-year planned scheme was submitted in 1938, to which effect is being given, as far as war conditions will permit." He concludes with the following: "I made it clear at that time that my recommendations were only the first stage towards making this hospital a hospital for Mental Diseases in fact as well as in name".

Students for the L. M. P. Diploma receive five lectures, which is included as a branch of Medical Jurisprudence, but there is an advance on Bengal—the Medical Superintendent of the Mental Hospital is the Lecturer.

There is a proposal under consideration to include a short course in Psychology in the curriculum of the Medical School Students, Nagpur. This is a step in the right direction.

There are no facilities for Post-Graduate study in Nagpur, and there are, so far, no Psychiatric units in the General Hospitals.

My General Remarks apply to Nagpur.

It appears to me to be a mistake to go on with piece-meal expenditure on a Mental Hospital, which for all practical purposes is obsolete. The present Mental Hospital, with certain improvements, might well be converted into a home for Senile and Chronic cases, but for the treatment of the Psychoses and Psycho-neuroses, and a teaching programme, a new Mental Hospital of 500 beds (sited with a view to ultimate extension to 1,000 beds) should be the immediate target.

AGRA.

At Agra I had lengthy discussions with Major-General Buckley, Principal of the Agra Medical College, some of the Professorial Staff of the Medical College, and Dr. Lal, Superintendent of the Mental Hospital.

Mental Hospital.

The accommodation in this hospital is for 600 patients, and the daily average number under treatment during 1944 was 517.32.

There are no Voluntary patients and no Criminal patients.

This hospital stands in need of many improvements. The Superintendent is enthusiastic, and is doing his utmost to make progress. He is M.B., B.S., and had a short course of training at the European Mental Hospital, Ranchi, before he took over charge of the hospital about two years ago, and he hopes that the United Provinces Government will grant him facilities to proceed to the United Kingdom to obtain the Diploma in Psychological Medicine at an early date.

I propose to make some quotations from his answers to my Questionnaire. He states :—

(1) "There are no nursing arrangements of any sort. Even patients with Enteric, Pneumonia and other debilitating diseases get no nursing. They are at the mercy of so-called attendants, popular idea being that they are just like Warders of Jails. They hesitate to touch patients when unclean, not to mention giving them bedpans or urinals, or cleaning them when necessary. They look to the sweepers to do all this for the patients. It is difficult to undertake any specialised treatment without team work, the main constituents of which should be efficient nursing and medical care. For special treatment like Cardiazol shock, Continuous Narcosis, Pyrotherapy, and Hydrotherapy, careful watching and tending is necessary during and after treatment. To carry on this job it is necessary that trained nurses should be appointed in the Male Section and trained female nurses should be appointed in the Female Section.....".

"In my opinion due to the above difficulties it is necessary that nurses be appointed for the Mental Hospital before any real attempt to give modern specialised treatment can be seriously undertaken. Nine male nurses for the Male Section of this hospital, and six female nurses for the Female Section should be appointed in the first instance."

"Hydrotherapy—In this hospital there is only one Hydrotherapy Tub in the Male Section and one in the Female Section. The result is that not more than one patient can be treated in each Section. For this treatment to be effective it is necessary that the patients should be in the bath for 6—10 hours..... I think there should be at least nine tubs before the bare needs could be met with."

The Superintendent has constructive proposals for Occupational Therapy, Recreational Therapy, etc., and he has hopes that they will receive sympathetic consideration in the near future.

The Superintendent goes on to state :—

"Increase in the number of attendants is absolutely necessary in order to reduce restraint to a minimum. The other Mental Hospitals spend double the sum that is spent in this hospital per patient on supervision. Unless the number of attendants is doubled, the restraint abolished, outbursts of violence and destructive tendencies of the patients cannot be stopped, and unless the patients have a feeling of freedom, the progress of mental deterioration in the mentally sick cannot be effectively checked."

"Staff—There are only two Medical Officers in the Male Section with a population of about 400 patients—at least two more Medical Officers are required to carry out special treatment, and look after the patients effectively—one should be Psychologist. One additional Medical Officer for the Female Section is an absolute necessity."

"*Diet*—The diet of Class III patients is very poor as compared with other hospitals. They have hardly any changes. The same menu of dal roti in the morning, and roti sag in the evening goes on, day in and day out, and one can imagine the monotony of the meals and the patient's feelings and reactions. Other Mental Hospitals spend about double the sum per patient that is spent here on diet. Better diet, with occasional changes, will improve the physical health, and the mental health, too, will certainly improve."

The Medical Superintendent has submitted the diet schedule of the Indian Mental Hospital, Ranchi, and has invited the attention of the authorities to the marked difference. He has also submitted scheme for improvement in the kitchens.

He has also suggested that an apparatus for electrical convulsant therapy be installed.

I need hardly say that I endorse the condemnations enumerated by the Medical Superintendent, and I am of the opinion that they are worthy of consideration from the Medico-Legal as well as the humane point of view.

It might be mentioned that in this hospital a very large number of the patients have been suffering from anklyostomiasis. This difficult problem is being tackled by the staff, but it is still prevalent to an alarming extent. I think further comment on this institution is superfluous.

A course of 18 lectures is given to the M. B. students of the Agra Medical College, the Lucknow Medical College, and the Lady Hardinge Medical College, Delhi, and three lectures in normal Psychology are given to 2nd year students of the Agra Medical College.

Post-Graduate teaching is not contemplated at this school, and in my opinion, the burden of teaching M. B. students is too heavy, and cannot be carried out efficiently by the present Superintendent until he has taken the D.P.M. course himself.

The Superintendent, however, has very progressive views, and has the makings of a first class Superintendent and Clinical teacher. He deserves every encouragement, and he should be given every facility to carry out his study programme.

LAHORE

At Lahore I visited the Punjab Mental Hospital, and had lengthy interviews with the Inspector-General of Civil Hospitals, and a Conference was also arranged by the Inspector-General of Civil Hospitals, which was attended by the Principal, K. E. Medical College, Lahore, the Principal, Balak Ram Medical College, Lahore, the Principal, Glancy Medical College, Amritsar, the Principal, Arya Medical School, Ludhiana, the Registrar, Punjab University, and the Secretary, Punjab State Medical Faculty.

Punjab Mental Hospital.

This hospital has an authorised accommodation for 1,300 patients, and the daily average number under treatment during 1943 was 1,226.14.

The present Medical Superintendent is a retired P. C. M. S. Officer, and holds the degree of M.B.B.S. Before appointment to this onerous post (the Punjab Mental Hospital is one of the largest in India) he had no experience whatsoever of Mental Hospitals or Psychiatry.

I propose to quote from a statement prepared by the Superintendent in answer to my Questionnaire.

(1) "The Medical Staff is most inadequate. This becomes very evident when one compares it with the Staff of the Mayo Hospital, e.g., for 85 beds for sane, responsive and co-operating patients in a section of the Mayo Hospital there are, one Physician, one Clinical Assistant, and three House Surgeons, besides fully qualified nurses, etc. This staff is purely for the treatment of the cases, and have nothing to do with administrative, or Laboratory work, etc. In the Mental Hospital there are 1,225 patients with only one Medical Superintendent, one Deputy Superintendent, and one Assistant Superintendent, on general duty, recently engaged, one Lady Doctor, two Sub-Assistant Surgeons, and two part-time House Surgeons who work for a couple of hours only. The patients are resistive, mute, unresponsive, unclean and filthy in their habits, and some have to be tube-fed. They have to be looked after, treated for physical ailments and mental troubles..... A thousand and one other administrative duties are to be carried out by this meagre staff. They (the Medical Staff) fail or are rather forced into the habit of neglecting duties and then become callous, and finally their emotional apathy becomes level with that of a Schizophrenic. It will take a doctor 20 hours to devote one minute to a lot of 1,200 patients."

The Superintendent goes on to say—

"If any of our patients suffers from a physical ailment which we cannot properly diagnose for lack of facilities or lack of specialized knowledge, we send such cases to the Mayo Hospital. Generally there is great difficulty, I do not say reluctance, for, as a rule, a bed is not available."

The Superintendent further points out that although the Asylum has been converted into a so-called hospital, the "contents of a bottle cannot be altered by changing the label." He says: "the same bars, the same rotten cells, the same counterparts of Jail Warders as Attendants remain. The trained nurse, the sympathetic Warders, the specially qualified doctor, are all conspicuous by their absence. There are no special facilities or apparatus for newly discovered forms of mental treatment." He points out that the hospital is a detention camp for criminal cases, and an asylum for demented non-criminal cases. He suggests that a Visiting Surgeon and Physician be appointed from the Mayo Hospital, but even with this arrangement, he considers that the Staff should at least be doubled.

There are no outdoor Psychiatric Clinics connected with General Hospitals in Lahore, and I agree with the Superintendent when he says that it will be several years before such Clinics can enter the realm of practical politics. He rightly states that "the training received by our Medical men in Psychiatry is very scanty, and they are likely to make a muddle of it if they are encouraged to meddle in this line."

There are three new Wards with accommodation for 300 patients in this hospital (completed in 1937), and they are of a good type. The accommodation for the remaining 1,000 patients can only be described as deplorable. There is almost a 100 per cent. infestation of *Ascaris Lumbricoides* in the hospital population. An entirely new hospital built on modern lines is an urgent necessity.

The Medical Superintendent admits his limitations. He has no knowledge of Mental Diseases, and his own statements reveal how such a situation reacts on a subordinate staff. He is most unhappy in the appointment, and is merely there from a sense of duty in the present emergency. I am of the opinion that the most urgent requirement in this hospital is the appointment of a qualified Medical Superintendent.

The Medical Superintendent is responsible for the training of 90 M.B.B.S., and 60 L.S.M.F. students per annum. He sums up the situation himself when he states that the "training received is very scanty".

There are at present no facilities in Lahore for Postgraduate teaching in Psychological Medicine, and none is contemplated in the near future.

My limited Survey of the conditions in the Punjab Mental Hospital convinces me that in this institution adequate understanding of Mental Disorders, and adequate Therapy are both wanting. The problem is very complex but urgent.

After my visit to the Punjab Mental Hospital I read in the daily paper that the Provincial Government had a scheme for relieving the congestion and overcrowding in Punjab Jails by opening more jails under their first five-year plan. Provision is to be made for 30,000 prisoners, and in place of the old fashioned jail buildings, modern structures have been planned which will have flush latrines, etc.

These jails will have organized Occupational Therapy Schemes, and expansion of the present Jail libraries and education staff.

The Punjab Mental Hospital is worse than many of the Central Jails I have visited in India. The Government of the Punjab will no doubt exercise, in some measure, the same solicitude for unfortunate patients whose only crime is that they suffer from Mental Diseases, which, in the majority of cases, can be cured or relieved.

RANCHI.

Indian Mental Hospital, Ranchi.

Visited this hospital on 6th February, 1945.

The daily average number of patients during 1943-44 was 1297.02, (males 1,034.41, females 263.41) of whom 424.04 (males 389.72, females 34.32) were Criminal patients.

This hospital is of a very high standard and compares favourably with the new Mental Hospital in Bangalore. It is in advance of the Bangalore Mental Hospital, as all patients are allowed beds, bed-linen and mattresses, whereas a large number of the patients in the Bangalore Mental Hospital sleep on mats on the floor.

The Medical Superintendent is a very able member of the Provincial Medical Service, Bihar, and holds the degree of M.B. (Cal.) and the D.T.M. & H. (Lond.). He was on the Staff of the European Mental Hospital for some time as Medical Officer, and later as Deputy Superintendent. He is anxious to obtain and prepare to study for a Diploma in Psychological Medicine in the United Kingdom, and I consider he is the right type for employment in a Mental Hospital Service.

The first Deputy Superintendent holds the M. D. in Psychological Medicine of Patna University, but has little clinical experience. I have stressed the need for a high standard and uniformity in M.D. degrees in India, and until such uniformity is attained, I think such Degrees cannot be seriously considered when making appointments.

The second Deputy Superintendent is M. B. (Cal.), with no special training in Psychiatry, while the remaining five Medical Officers hold the L.M.P. Diploma.

In the Female Section there is a Matron and four nurses—all general trained—and the management of the patients and the Wards is superior to any other hospital I have visited on this tour.

There are no Occupational Therapists, but a well organized Work Department exists and its beneficial effects are evident. The department gives an impression of industry and contentment.

The Diversional Therapy Department is being developed, and the hospital has its own Cinema, and well-equipped entertainment rooms. These are, at present, located in one of the Wards, but a separate unit is desirable, and I understood this will be considered as soon as building programmes can return to normal.

The per capita rate per annum is Rs. 570-10-0 — much higher than any other Mental Hospital for Indians only, but the additional expenditure is reflected in the whole atmosphere of the institution — it is a Mental Hospital.

The ratio per cent. of cases discharged recovered to direct admissions in 1943-44 was 24·53, a very creditable figure, in view of the large number of Criminal patients, who can only be discharged after their individual cases have been considered by Government. It is the exception for any criminal cases to be discharged in less than five years from the date of their admission to hospital.

The students from Patna University attend the hospital for a period of three weeks, for what is described as intensive training in Mental Diseases in accordance with the Curriculum passed by the Board of Studies of the Patna University. The number of lectures per Course is 20, and 34 students attend in two batches. I consider it is not fair to call upon the present Medical Superintendent to conduct these courses of instruction. It is a very heavy burden for which, in my opinion, he is not yet equipped. I do not consider Post-Graduate Students would benefit from attendance at this institution until the standard of the Professional Group has been raised.

European Mental Hospital, Ranchi.

This hospital is built on modern lines and has accommodation for 300 patients. It was visited recently by the Consultant Psychiatrist of the British Army, who has had a vast experience of Mental Hospitals all over the World. He considers that the European Mental Hospital, Ranchi, compares favourably with any hospital he has visited. Other eminent Psychiatrists have made similar comments.

The Superintendent is a Specialist in Psychiatry. The Deputy Superintendent is on Military Service and is a Graded Psychiatrist, and the two House Physicians have 21 years and 16 years service in the Hospital respectively. The present Deputy Superintendent is employed as a temporary measure, but is not a Psychiatrist.

There is at present a Military Wing of 60 beds and the Officer Commanding is an experienced Psychiatrist, a former Deputy Superintendent of one of the largest Mental Hospitals in England, and Psychiatrist to the Scottish Command. There is also one R. A. M. C. officer who has a limited knowledge of Psychiatry.

During the past two years the ratio per cent. of patients discharged recovered to direct admissions averaged 56·33, and 4 per cent. were discharged improved.

The number of Voluntary patients admitted during 1943-44 was 113 as compared with 86 the previous year. In both years there were more Voluntary patients than Committed patients.

The per capita cost per annum in 1943-44 (exclusive of interest on loans) was Rs. 2,015, but in previous years was between Rs. 1,200 and Rs. 1,300.

The Hospital is well staffed.

Nursing.—One Matron and twelve General Trained Nurses. The Matron holds triple qualifications—General Training, C.M.B., and the Certificate of Proficiency in Mental Nursing of the Royal Medical-Psychological Association. Of the twelve Nurses seven hold the Certificate of Proficiency in Mental Nursing, and had it not been for the present emergency with constant changes among the junior Sisters, all would have been in possession of the Royal Medico-Psychological Association Certificates.

Attendants.—There are 94 attendants (males 46, females 48) most of whom have gained the First Aid Certificate, and the Home Nursing Certificate (St. John's Ambulance), but, in addition, there are 148 private attendants (males 57, females 91).

This high proportion of nurses and attendants is to a large extent the reason for the success of the Hospital as a treatment centre. Seclusion and restraint are not permitted, and all maniacal or excitable cases are treated by hydrotherapy or continuous narcosis.

The Occupational Therapy Department is in charge of a General Trained Sister who holds a diploma in Occupational Therapy and there are in addition two full-time Occupational Therapists. There are 25 instructors in the various arts and crafts.

Diversion.—This department is highly developed and includes a modern Gymnasium under the control of a qualified physical culturist. There are entertainment halls, library, and other amenities conducted by qualified personnel. The Cinema at the Indian Mental Hospital is frequently placed at the disposal of this hospital.

Outdoor Amusement.—There are tennis courts, football, hockey, and cricket grounds situated outside the hospital.

Chapels.—There are Church of England and Roman Catholic Chapels and Chaplains of both denominations are detailed for duty in the hospital.

Treatment.—All modern methods of treatment are employed, and there are electrical convulsant Therapy units in both Male and Female Sections, and as soon as circumstances permit, an electro-encephalography unit will be installed.

There is a well-equipped operation theatre and laboratories, etc. A special Psychological Laboratory has been built, but there is, at present, no Psychologist on the staff, and the Medical Staff have little time for experimental work, as they are fully occupied in the Wards.

Teaching.—Post-Graduate courses are held, and during 1943-44 seven students attended the Course of Instruction. The Course includes Psychiatry (Clinical and Theoretical), Forensic Psychiatry, and Mental Hospital Administration. The instruction covers the ground in Psychiatry only, for the D.P.M. or the M. D. in Psychological Medicine. There are no facilities for the study of advanced Anatomy, Physiology and Histology of the Central Nervous System, or Experimental Psychology.

The Hospital is recognised as a training school for the D.P.M. by the University of London and as a Teaching School for Nurses by the Royal Medico-Psychological Association.

Six Post-graduate students could be trained per annum, and the Course would cover the requirements for the Medico-Psychological Certificate, or the six months hospital residence required by the regulations for most Diplomate in Psychological Medicine. Students preparing to take the Diploma in Psychological Medicine would require to proceed to the United Kingdom to complete the requisite course.

A sum of Rs. 100 per month per student is payable to the Board of Trustees of the Hospital.

GENERAL REMARKS.

The Mental Hospitals.

Mental Hospital Administration is a Speciality to which men should devote their entire lives. They can then formulate policies arising from their experience and calculated to bring advantage to the patients.

Industry has pointed the way for hospital administration. Efficient management is an indispensable factor in organization. Industrial leaders insist that a man who has been thoroughly trained in a special line of business, and has shown characteristics that stamp him as a leader, is cheap at any price. He is the one to promote business and safeguard industrial interest, but Government rarely applies this lesson. Seven of the largest Mental Hospitals in India have men appointed as Superintendents at salaries that a first class Mechanic in Tatas Works would scorn, six of them have little or no Post-Graduate experience or training in Psychological Medicine, and yet these men have been charged with the supervision of large hospitals, and what is more important, human lives. The Deputy Superintendents and subordinate Medical Staff are more or less of a temporary nature, utterly untrained in Psychiatry. Broadly speaking, the Institutions function, stagnant and dead, with a routine custodial care, in some instances of a very poor standard, meted out to patients.

The main interest, in the past appears to have been economic, but, in the future, the professional group must be the dominant one.

Every Mental Hospital which I have visited in India is disgracefully under-staffed. They have scarcely enough professional workers to give more than cursory attention to the patients, to say nothing of carrying a teaching burden. With an average ratio of 1 Medical Officer to 200 patients or more, there can be little time for the instruction of students. Government will have to work on the theory that more and better trained professional personnel is the urgent need of Mental Hospitals. The policy of increasing bed capacity, which incidentally has led to gross overcrowding in most of the Mental Hospitals rather than personnel, has been stressed in the past, but the cure of mental patients and the prevention of Mental Diseases will not be accomplished by the use of bricks and mortar.

Two Responsibilities confront us—

(i) Instruction of Personnel.

(ii) Instruction of Students who come for practical experience in Psychiatry.

The resources of the Medical Schools and Mental Hospitals in India do not permit of Post-Graduate teaching, and for the training of personnel for the Mental Hospitals, India will have to rely on foreign assistance for some years to come—ten years at least.

The Course of Instruction for a Diploma in Psychological Medicine must embody an entire Mental Hygiene Scheme. Emphasis on prophylaxis and prevention must be in line with the principles of modern preventive medicine.

This is a suitable time for Government to take account of stock, overhaul resources, and re-chart the Course for the next 30 years. Public opinion will soon demand that patients in Government Mental Hospitals must be cared for by experienced and well-trained individuals.

Medical Superintendent.—It is desirable to have a Superintendent who is well qualified. Every Psychiatrist has seen cases in which eye specialists have tried to correct failing vision by refraction in a patient suffering from G. P. I. Surgeons have frequently been guilty of operating on hysterics

and psychiatrists have called the complaints of patients, somatic delusion until the patient finally died of cancer.

In addition to holding the Diploma in Psychological Medicine, it would be desirable for the Medical Superintendent to hold a higher degree in Medicine or Surgery.

The Deputy Superintendents should also be highly qualified men with a D. P. M. and capable of understudying the Superintendent. There should be a Deputy Superintendent in both Male and Female Sections of every Mental Hospital.

The Senior Medical Officers in both Male and Female Sections should hold the Diploma in Psychological Medicine, and understudy the Deputy Superintendent.

The ultimate aim should be that all Medical Officers must obtain the Diploma in Psychological Medicine, and it is to be hoped that the Universities of Bombay and Calcutta will, in the course of a few years, be able to grant the diplomas, and, perhaps later, the Madras and Punjab Universities. I think this rush by all Provincial Universities to institute Post-Graduate diploma is premature. The trained personnel will not be available for years.

There are four very old Medical Schools in Scotland with much greater facilities for teaching Psychiatry than any School in India, but, so far, only Edinburgh University has instituted a Diploma in Psychiatry.

In London there are only two Schools which conduct courses for the Diploma in Psychological Medicine, and, as far as I am aware, Leeds and Manchester are the only Universities in England which have a Diploma in Psychological Medicine Course. The London University and the Royal College of Physicians and Surgeons grant a Diploma in Psychological Medicine, but merely function as examining bodies.

There is no uniformity in the teaching of Psychiatry in any of the Schools in India. Carefully thought out courses of instruction are requisite for such a programme both for M. B. and Post-Graduate students. It is no use pretending that Psychological Medicine is being taught anywhere in India. Students cannot be exploited much longer, but must be given something that will repay them for their hard work and sacrifices.

My tour has brought home to me that in a teaching programme the Mental Hospital will form the one stable factor. Clinics may come and go, organizations for the correction of this and that difficulty may come into existence, flourish and fade, but the Mental Hospital goes on hence the need for a modern Mental Hospital within easy reach of the Medical School. The Mental Hospital can become a tower of strength in the Psychiatric world if it will turn its attention to a more active Psychiatric leadership.

I have not been convinced that the utilization of Honorary Physicians in India is a success in a teaching programme. As already pointed out, one finds that Honorary Physicians are, as a rule, very jealous of their prerogatives, but take their responsibilities lightly. There are, of course, exceptions.

I have had talks with several "Honorary Physicians", and there is a feeling of discontent among them. Most of them are overburdened with personal problems and preoccupied with earning a livelihood. They cannot give of their best to a teaching programme, if harassed by financial worries, and no Government has the right to ask it.

To obtain real service in Mental Hospitals, Teaching Programmes, Psychiatric Clinics, Social Services, etc., it is essential to have a Mental Health

Service, and that Medical Officers should be specially recruited for it. Officers entering this Service must be made to realize that they are entering a very fine service for which they will have to train rigorously.

It is essential that a systematic plan be under the control of one individual, whose main business and responsibility it is. Without such centralization we shall get wasted effort and duplication. It will be necessary to visualize a plan which may take years to mature. In India, it is obvious that the Medical Superintendents of Mental Hospitals must assume greater responsibilities. The Mental Hospitals have become isolated units, having little contact with the Community they serve, and in most cases, are objects of fear and suspicion.

The Medical Superintendent of the Mental Hospital must become the Chief Medical Officer, Mental Health Service in his area or Province, and become the adviser in Mental Health matters to the Chief Administrative Medical Officer. In addition he should be ex-officio the Senior Physician and supervise the work of all Psychiatric Clinics. He should be the individual to coordinate and lead any Mental Hygiene movement, and to supervise the work of Social Services. As the Mental Health Service expands, he may have to take over the Mental Health Department in the office of the Chief Administrative Medical Officer.

He should therefore have competent Deputy Superintendents, so that he can be at liberty to inaugurate and carry out, as rapidly as circumstances will permit, a comprehensive programme dealing with all general phases of the Mental Diseases problem and education.

Every Mental Hospital in the vicinity of a Medical School must become a teaching hospital, and the professional group in such a hospital must be the dominant one. Here again the Medical Superintendent must be the Director of Clinical Work.

The teaching hospital, from a therapeutic point of view, is superior to the one which does not have an educational outlook. The mere presence of a group of young students, interested, enthusiastic, and intellectually alive, prevents hospital inertia. Teaching and being taught stimulates every member of the professional staff, and keeps the entire organisation on the *qui vive*. The sum total to an educational programme is to place the patient and his needs on a higher plan.

No one will deny the necessity for highly trained Specialists in the various fields of Psychiatry in India. At present their number is negligible, and of these, the more experienced Clinicians are nearing the age of retirement.

The service must be made attractive, and graduates in medicine with a satisfactory academic career behind them must be selected. They should be given a resident appointment in a Mental Hospital in India for 6 to 12 months and then sent to the U. K. or the U. S. A. for Post-Graduate training. If twelve scholarships were granted annually for ten years there would be a nucleus of men to take over the responsible posts as Superintendents, and Deputy Superintendents, and later leadership in this Speciality. The practice of granting Study Leave to Graduates in the Medical Services might be continued, but few can avail themselves of the privilege. The Post Graduate student has to expend a large sum in Travelling Expenses, which, in many cases, is borrowed. He hopes to recompense himself later in Practice, but this is not feasible in a Mental Service, and must be taken into account when Graduates are sent abroad. No student should receive any fellowship in excess of maintenance, cost of books, and instruction. To pay any one to take an education indicates that the educational offering is not very valuable.

Men for Subordinate Posts may be trained in this country, and until such time as Medical Colleges can institute a uniform and practicable syllabus for a Diploma in Psychological Medicine, I would suggest that Medical Officers be encouraged to obtain the Certificate Psychological Medicine (M.P.C.) granted by the Royal Medico-Psychological Association. There is a strong membership of the Indian Division of the Royal Medico-Psychological Association, and there would be no difficulty in arranging for the examination to be held in India.

A beginning in this modest manner (it was done in the U. K.) would be preferable to granting Diplomata of a low standard which might later prove an embarrassment to Government. The more able men who obtain the M.P.C. would probably later proceed to a Diploma in Psychological Medicine. As an incentive Medical Officers who obtain a D.P.M. or M.P.C. should be granted a Special Pay. All holders of the D.P.M. in the Mental Service in the U. K. received an annual allowance of £50. If Universities are to grant an M. D. degree in Psychological Medicine, there should be a uniform high standard for the whole of India.

The general standard of the Mental Hospitals I have seen is poor. Economic factors will always affect scientific considerations. It may not be possible to do as much Psychiatric research as one desires because sufficient money is not available, but certainly the quality of professional work is subject to no such limitations. There may be too few physicians, but this is no legitimate reason why administrative medical officers should not get the best ones available, and hold them to a high level of professional performance. Financial security is not the first requisite to hospital progress — the desire and enthusiasm for progressive change must always come first.

There is an urgent necessity for better trained Nurses. On the nursing staff of a Mental Hospital depends the harmony which exists between the hospital and patient, and that may mean the difference between success and failure of treatment. If a patient is constantly irritated by tactless handling, exasperated by petty tyrannies, and annoyed by inflexible rules enforced by poorly informed attendants, and improperly trained nurses, he soon develops the idea that his welfare is not the first consideration. There is a type of Psychological abuse of mental patients which may be much more disastrous than any kind of physical abuse.

An institution with a poorly trained and inadequate nursing staff starts with a definite handicap which will seriously interfere with its efforts. The social environment as represented by the nurse and attendant is of much greater importance than the colour of the Wards, selection of the furniture, cinemas, radios, etc. Pleasant-surroundings are a hollow mockery when a small minded unintelligent attendant constantly thwarts the patient in his attempts to enjoy them.

The Psychiatric Nurse performs a more difficult and exacting task than any General Nurse, and she should have correspondingly better educational standards. Mental Hospitals have not taken their educational responsibilities too seriously. There can be no valid excuse for the failure of a Mental Hospital to instruct its own people. Machinery exists in India for the granting of a Certificate for Proficiency in Mental Nursing by the Royal Medico-Psychological Association, but, so far, only the European Mental Hospital at Ranchi has trained nurses for this Certificate. All Mental Hospitals in India which employ General Trained nurses should take immediate steps to procure recognition as training schools by the Association, and they should

train and encourage their nurses to obtain the Certificate. This will mean a sacrifice in time, but administrative Medical Officers should bring home to superintendents of Mental Hospitals that they have a responsibility in this field, and must prepare to carry out that responsibility. The Board of Trustees of the European Mental Hospital at Ranchi stipulate that all Nursing Sisters must, during an early stage of their Service, obtain the Certificate of Proficiency in Mental Nursing, and the majority of them did. Before the war there were numerous indications that good nurses were turning to Psychiatric nursing, and there was a large waiting list of good candidates for employment at the European Mental Hospital. This may be due, in some respect, to the reputation this institution has acquired, and to the generous terms of their employment. The aim should be that all wards, male and female, should have a carefully selected, well-trained Psychiatric Nurse in charge. This may take years to achieve in India, but I maintain that it is practicable.

Given a competent Psychiatric Nurse in every ward, the question of attendants remains. Where are we to get the Ward Personnel? Are we to go on with the present Personnel, who do not receive training even of the most superficial character?

It is surprising that many of the individuals placed in a ward of filthy, destructive, violent, profane, noisy patients, can maintain their emotional equilibrium and remain human. It is only because of their fundamental decency, and not because they have any spark of real understanding of the basic situation. I have been connected with Mental Hospitals too long not to appreciate the difficulties inherent in this situation, but, in spite of these difficulties, I cannot feel that attempts to change the situation are impossible. Something can and must be done to increase the number and improve the quality of Ward Personnel. At the European Mental Hospital, Ranchi, all attendants, male and female, are required to attend courses of instruction in First Aid, and Home Nursing, and a very large number have already obtained the St. John's Ambulance Certificate in both subjects, and it is amazing what this small beginning has achieved. The nursing care and treatment of the patients improved to an enormous extent. The utilization of young and immature people—and there is much of it—for ward work, is, in my opinion, a very questionable procedure. Adolescents should not be in charge of Psychiatric patients. They are not sufficiently stabilized emotionally to be placed in such a situation.

The Indian Division of the Royal Medico-Psychological Association have under consideration a scheme for the granting of a Certificate to Ward Attendants, and at Ranchi it is proposed that an attendant would in his first year of service obtain the First Aid Certificate, in the second the Home Nursing Certificate, and in the third the Certificate in Mental Nursing. Hand Books in the Vernacular have already been published.

For the Certificate in Mental Nursing the Course would be of an elementary character, and a course of about 14 lectures would suffice. My suggestion for the lectures is as follows:—

1. History of Mental Disorder.
2. Mental Disease as a Public Health Problem.
3. The Infection—Exhaustion Psychoses.
4. The Toxic Psychoses.
5. General Paresis.
6. The Symptomatic Psychoses.

7. Arteriosclerotic and Senile Psychoses.
8. Borderland States.
9. Manic-depressive Psychoses.
10. Schizophrenia.
11. What is Mental Hygiene ?
12. Mental Hygiene of Childhood.
13. Mental Hygiene of Adolescence.
14. The Human Personality.

Both theoretical and practical instructions are essential. It will be seen that the above scheme of lectures, if accepted, will introduce the Attendant to Psychiatry through the Psychoses which have a direct physical causation. The simpler the course, and the more gradually it develops from the physical to the highly complex psychological, the more successful it will be. The war has, unfortunately, delayed this scheme, but it is hoped that the Indian Division of the Royal Medico-Psychological Association will meet this year. Most of the Medical Superintendents of Mental Hospitals in India and Ceylon are members of the Association.

The custom of generalizing about ratios of Ward Personnel which takes no account of admission and discharge rates, the kind of service given to the patient, or the number of essential subsidiary departments carried on, is a mistake. All of these must be considered when Ward Personnel ratios are being worked out. (See notes under European Mental Hospital, Ranchi).

Psychotics adjust themselves at different levels.

- A. Social Recovery — (the ideal aim).
- B. Social Institutional Adjustment.
- C. Institutional Adjustment.
- D. Deterioration.

It was depressing to find the enormous number of patients who have "deteriorated", and what was worse, the general attitude of pessimism and indifference which characterised the situation.

The standards of care which prevail in the hospital are responsible to a considerable extent for the level at which patients adjust. If the ideal of the institution is the discharge of patients, if the professional staff is held to a high level of accountability for such discharges, and if the administration is called upon to defend continued residence in the institution, the last three groups will not be as large as they are. The fourth group is a definite indictment of the therapeutic standards in the Mental Hospitals in India. The vast majority of these patients have been permitted to slump into this condition of deterioration because the routine was not sufficiently insistent and compelling to keep them in reality even for brief intervals.

In all the hospitals I visited there is a need for a more systematic and better conceived plan of work therapy. None of them except the European Mental Hospital, Ranchi, employ Occupational Therapists. In advanced countries, Occupational Therapy has developed to the point where its representatives have become indispensable to many General Hospitals, Tubercular, Orthopaedic, and Mental Hospitals. In Occupational Therapy we have a powerful therapeutic weapon for the Psychiatric patient. Organized systematic work is better treatment than the careless haphazard occupation in some of the hospitals. The important thing is to create throughout the hospital an atmosphere of industry, and to make occupation an activity that is approved by the patients.

More can be done in the way of Diversional Therapy. A Mental Hospital with all modern types of therapy equipment, and installation is still a house of sorrow and discontent. Everything that can serve to alleviate any of this discontent should be utilized. Entertainment is therapeutic, it specialises the patients' mind and interest, and it is bringing him back to reality. Money spent on entertainment is a good investment, and the budget allotments under this head should be generous. Suitable programmes can readily be made available if the necessary funds are forthcoming.

All arteriosclerotic, decrepit and senile patients should be housed separately. They are fundamentally medical and nursing problems, and should be under the supervision of the Medical Services. Kindly and humane custodial care in special Homes would be more economical than treating them in Mental Hospitals. At least 50 per cent. of the patients in Mental Hospitals in India could be cared for in such Homes.

In the U. K. there has been a definite demand on the part of the public for psychiatric clinics, and fortunately there has been a definite swing away from the extravagant claims of early exponents of Mental Hygiene towards a recognition of the limits of preventive Psychiatry. While no specific preventive measures have been discovered enough sound knowledge has been accumulated to show that a continuance and extension of outdoor clinics is a logical procedure.

The Directorship of either an adult or child clinic is a full-time position. A successful Clinic will not remain so long, if it is the Secondary responsibility of anyone. The immediate establishment of Psychiatric Clinics in General Hospitals is not feasible in India at present, as there is no trained personnel. To establish them before efficient personnel is available would be extremely bad propaganda. I have already made the suggestion that the Medical Superintendents of Mental Hospitals should be ex-officio the Senior Physicians of all such Clinics. There is no reason why the General Hospital should not, in due course, bear its share of mental disease prevention. It is a problem of Public Health, and as such is of interest to every agency interested in this important activity. The General Hospital sees patients in the pre-Psychotic stage, and they are in a favourable position to influence the education of Psychiatrists. When trained personnel is available, it is to be hoped that Psychiatric Departments in General Hospitals will be the rule rather than the exception.

These can only come when sufficient trained Psychiatrists and Social Workers are available. The collaboration of Psychiatrist and Social Worker results in a therapeutic programme which is better balanced than is possible when each works alone.

The actual contact with patients in the early stages of maladjustment will be through the General Practitioner, Teacher, Juvenile Courts, Probation Officer, Police, Social Worker, Y. M. C. A., Y. W. C. A., Boy Scouts, Girl Guides and Parents, but the Mental Hospital has a proprietary interest in the pre-Psychotic and delinquent child. The Child Guidance patient becomes the mental case of tomorrow. The patients who will be received by the Mental Hospital 10, 15, 20 years hence are in the schools, and many of them showing behaviour abnormalities that stamp them as potential Psychotics. It seems that the Mental Hospital has a grave responsibility in this field of prevention and must prepare to assume that duty as quickly as personnel can be secured and trained to do the work.

The stress laid upon work with children is entirely justifiable when one considers that prevention is most hopeful in childhood. It is the golden age for Mental Hygiene. The Child Guidance Clinic will be the important phase of preventive psychiatry. It will take many years to plough the ground and prepare it for the seed. Even administrative Medical Officers will probably look on this extension of clinical facilities with a jaundiced eye. The preparation must be a period of organization and education. The average man has little understanding of this kind of work with children. He is apt to think that a Child Guidance Clinic is interested only in feeble-minded or psychotic individuals. These Clinics should in due course form a part of the Pediatric Department of every General Hospital.

In spite of considerable progress towards a more healthy attitude in regard to Mental Disease, the old ideas of disgrace and stigma die hard, and the prejudice of the people must be taken into account. The relationship of Psychiatry and the Law requires attention. If the Mental Hospital is to do good work it must have the sympathy and support of the community. The walls of ignorance, superstition and suspicion will have to be torn down and a friendly relationship established. We must teach the people that we will staff our hospitals correctly, and that Mental Hospitals are directed by honest well-trained scientific men who are trying to render service to the patients. Good-will towards Mental Hospitals must be created. The process will be long, but may be built by :

- (1) Letting the community know that the Mental Hospital has a real service to be given.
- (2) Convincing people that they need what it has to offer.
- (3) Making it easily obtainable.
- (4) Making people glad that they can have what the institution has to offer.

The goal of such educational effort should be more than to add to the prestige of the hospital. The ultimate purpose should be Mental Health. This is the day of Preventive Medicine. Psychiatry should be thinking in terms of prevention as well as cure.

I am appending to this Report copies of the undermentioned, which I forwarded some time ago to every administrative Medical Officer in India. I find they are being seriously considered, and I would suggest that they be carefully examined by the Committee.

- * (1) The Interim Report on the Recommendations regarding the Mental Health Service by the Royal Medico-Psychological Association.
- * (2) Recommendations regarding the Future of Psychiatry by the British Medical Association.
- * (3) The Royal Medico-Psychological Association Revised Recommendations.

SUMMARY.

The majority of the Mental Hospitals in India are quite out of date, and are designed for detention and safe custody without regard to curative treatment. The worst of them—the Punjab Mental Hospital, the Thana Mental Hospital, the Agra Mental Hospital, and the Nagpur Mental Hospital savour of the Workhouse and the Prison, and should be rebuilt. The remainder should be improved and modernized in accordance with the suggestions of the Medical Superintendents. Bombay and Calcutta urgently

require modern Mental Hospitals to meet both the needs of the community and the Medical Colleges, and these should form part of any schemes for reconstruction or expansion. The Superintendent of the Indian Mental Hospital, Ranchi, has put forward schemes for expansion, but this hospital is quite large enough for any single Psychiatric Unit, and it is too far from Calcutta to be of service in any teaching programme.

There is gross inadequacy in the medical personnel in all the Mental Hospitals both numerically and in specialised qualification. Most of the Medical Officers employed as Superintendents and Deputy Superintendents possess neither the status nor the experience which would justify the description of Consultant or Specialist in the ordinary usage of that word. A Mental Health Service is necessary with improvement in the status, pay, and conditions of service of the Medical Staff, with increased opportunities for purely professional work.

To remedy these defects foreign assistance will be required for at least ten years. Generous terms should be offered to highly qualified Specialists to take charge of Mental Hospitals, the teaching programmes, and to organize the Social Services during the transition period. Selected graduates (as many as possible) after a period of residence in a Mental Hospital in India should be sent to the U. K. or the U. S. A. for Post-Graduate training in Psychological Medicine. For some time, subordinate Medical Officers might be encouraged to obtain the Medico-Psychological Certificate, granted by the Royal Medico-Psychological Association.

The numerical and professional inadequacy of the Nursing staff and Attendants requires urgent attention. There is no reason why administrative Medical Officers should not tackle this problem immediately. The Indian Division of the Royal Medico-Psychological Association would be prepared to assist.

Psychiatry developed as the method of treatment of those individuals whose mental illness necessitated segregation from the rest of society. This distinction, although important socially, is medically irrelevant, for there is only a difference of degree between the majority of patients in Mental Hospitals and the far more numerous sufferers from less severe mental disorders. For one case of major mental illness there are, undoubtedly, many cases of minor mental illness. Preventive Psychiatry, therefore, outside the Mental Hospital is of paramount importance. To open Psychiatric clinics in General Hospitals before there is trained personnel to conduct them would be bad propaganda. In the U. K. modern developments in Mental Health Services are doing much to lessen fears and prejudices among the public, but they are still a factor to be reckoned with, and in India the greatest caution will be necessary. The movement to open Psychiatric Departments in General Hospitals in the U.K. and U.S.A. has coincided with the development of methods of treatment, which have made it possible to treat successfully as out-patients many who would formerly have required inpatient treatment. Events have thus lent their support to the movement to emphasize the links between Psychiatry and General Medicine to the advantage of both. It is vital that in any future organization of Medicine, Psychiatry shall not remain segregated, and it should take its place in the general scheme, subject to the provision of adequate and well trained personnel.

The few Psychiatric Clinics which have been opened in connection with General Hospitals in India are of the make-shift variety, and the facilities for diagnosis and treatment are not satisfactory. Where the Mental Hospitals are accessible it may be desirable to set up consulting centres under their own roofs. This experiment has proved successful in the Bangalore Mental Hospital and for Service Patients at the European Mental Hospital, Ranchi. Whatever steps are taken with regard to Psychiatric Clinics they will be adequate only if the arrangements allow Psychiatrists in Mental Hospitals to engage actively in out-patient work in the Psychiatric Departments of General Hospitals. The Senior Clinician in the Mental Hospital should hold the senior post in the Psychiatric Department of the General Hospital. Junior mental hospital doctors should be appointed as assistants in General Hospitals where they would take part in the work of the psychiatric out-patient department. If all hospital medical staffs were adequately remunerated, and if domiciliary work became a recognized part of the hospital service, it would become possible for an interchange between Psychiatric Staff of Mental and General Hospitals. Unless arrangements are made on these lines there is a danger that Psychiatrists on the Staffs of General Hospitals will ignore or be unaware of the opportunities offered by Mental Hospitals and the progress in therapy or research being made in them.

In the Memorandum submitted by me to the Health Survey and Development Committee in February 1944, I stressed the need for Central Control. This special arrangement for the coordination and direction of Psychiatric work is necessary because of the many intricacies of the subject, technical, sociological, and legal. Provincial Administrative Medical Officers, as a rule, have had no specialized training in Psychiatry, and if the Mental Health Services in the country are to be directed by them, the integration of Psychiatry into the whole medical structure, which is so desirable, will be frustrated.

The Director-General or the Principal Medical Officer of a National Health Service, who will be advising the Minister, will himself be advised by various senior officers concerned with clinical services, preventive medicine, etc., and it is at this level that a Directorate of Mental Health fits in. I have suggested that for the present the Superintendent of the Mental Hospital should advise the Provincial Administration on Mental Health problem, as the Mental Health Service develops there should be at the periphery administrative officers of Mental Health, who must have direct access to the Director of Mental Health at the Centre, as well as relations with Provincial authorities. In this way the Social and Preventive aspects of Psychiatry will be given full opportunities for development. Grants or subsidies should only be made to Provincial Authorities subject to adequate control and supervision from the Centre.

The cardinal points in the Indian Lunacy Act, 1912, have outlived their usefulness. Legal restraint has undoubtedly made the public reluctant to avail themselves of Mental Hospitals, and has militated against the early treatment of mental illness. Legal changes are imperative which will make provision for treatment of patients without the stigma of certification, but this is a subject outside the scope of this report. It might be suggested, however, that all private Mental Hospitals, Nursing Homes and pay-beds for mental patients should be brought under Government control and supervision.

Many patients of this category are being treated in Mental Hospitals and the arrangement is most unsatisfactory.

Legislation to deal with this very wide problem is urgent. This question is also outside the scope of this report, but any scheme will require the provision of suitable institutions and Colonies and it is suggested that in the Post-War period many suitable institutions will be available; for instance the Military Camp at Ramgarh in Bihar would require little or no alteration to form a suitable Colony for 40,000 to 50,000 Mental Deficients. Doctors to be employed in such Colonies will, in addition to training in Psychiatry, require special training in Mental Deficiency.

A Mental Health Service should cover at least the Psychiatric requirements in Schools, Child Guidance Clinics, Psychiatric advice to approved schools, Borstal Institutions, Juvenile Jails, Remand Homes, Colonies of the Hostel type for delinquents and Psychopaths, but to formulate schemes will be the duty of the Directorate of Mental Health.

The public still regards the Mental Hospital, and all Services connected with Mental Health with unwarranted dread, and the Psychotherapist with doubt, derision, and awe. Education of the public must proceed *pari passu* with the development of the Mental Health Service.

Finally, I would stress that the conditions in some of the Mental Hospitals in India today are disgraceful, and have the makings of a major public scandal. It is suggested that a copy of this report be sent to every Administrative Medical Officer in India.

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APPENDIX 22.

MENTAL HOSPITALS IN INDIA WITH THEIR BED STRENGTH AND PLACE OF LOCATION.

<i>Provinces.</i>	<i>Location.</i>	<i>No. of beds.</i>	
1. Assam	.. Tezpur Mental Hospital, Assam ..		716
2. Bengal	.. No mental hospital. Arrangements are made with the Bihar Government for the admission of mental cases in the European and Indian Mental Hospitals at Ranchi. There are number of private institutions for Lunatics.		
3. Bihar ..	.. European Mental Hospital, Ranchi Indian Mental Hospital, Ranchi ..	271 1,380	1,651
4. Bombay	.. Central Mental Hospital, Yeravda N. M. Mental Hospital, Thana Mental Hospital, Ahmedabad Mental Hospital, Ratnagiri Mental Hospital, Dharwar ..	1,227 390 267 176 199	2,259
5. C. P. & Berar	.. Mental Hospital, Nagpur ..		600
6. Delhi ..	.. Nil.		
7. Madras	.. Mental Hospital, Madras Mental Hospital, Calicut Mental Hospital, Waltair ..	888 364 164	1,416
(Criminal lunatics are confined in the Mental Jail at Cuddalore).			
8. N. W. F. P.	.. Mental Barracks 2 in the Central prison, Peshawar, under separate staff ..	140	140
9. Orissa	.. Cases are sent to Bihar, Indian Mental Hospital, Kanke (Ranchi) where 60 beds are reserved for cases coming from Orissa.		
10. Punjab	.. Punjab Mental Hospital, Lahore ..		1,408
11. U. P. ..	.. Mental Hospital, Agra Mental Hospital, Bareilly Mental Hospital, Benares ..	617 408 331	1,356
12. Sind ..	.. Sir C. J. Mental Hospital, Hyderabad ..		343
<i>Indian State.</i>			
13. Mysore	.. Mysore Mental Hospital, Bangalore ..	300	300
Total bed accommodation			10,189

APPENDIX 23.

STAFF AND ESTIMATES OF COST FOR THREE TYPES OF MENTAL INSTITUTIONS:

Recurrent Expenses of a Thousand-bed Mental Hospital.

	Grade.	Monthly expenditure in Rupees.
Psychiatrist Superintendent ..	1,000—50—1,500	1,000
1 Psychiatrist Deputy Superintendent ..	750—50—1,000	750
18 Psychiatrists ..	350—25—650	6,300
8 Occupation Theraputists ..	200—10—300	1,600
1 Psychologist ..	250—15—475	250
2 Psychiatric Social Workers ..	250—15—475	500
1 P. Assistant to Superintendent ..	300—15—525	300
1 Senior Matron ..	300—10—450	300
2 Junior Matrons ..	250—10—350	500
50 Nurses ..	125—5—200	6,250
500 Attendants ..	35—5—50	17,500
50 Menials ..	20—1—30	1,000
10 Clerks, Accountant, Storekeeper ..	100—5—200	1,000
1 Recorder Statistician ..	200—10—300	200
1 Head Cook ..	40—1—50	40
10 Cooks ..	30—1—40	300
15 Durwans, Peons, etc. ..	25—1—30	375
Food @ Rs. 25 per head ..	....	25,000
Medicines, Chemicals, etc. ..	....	2,500
Washerman, Barber, Darzi ..	....	1,000
Repair and Replacements of beddings, crockery, etc. ..	....	4,000
Occupation Therapy Material ..	....	5,000
Electricity, Telephone, coke for boiler, etc. ..	....	2,000
Maintenance of Grounds, Garden ..	....	1,000
Miscellaneous, including stamps, stationery, form, etc. ..	....	4,000
Total ..		82,665
Annual Recurring Expenditure ..		9,91,980
Annual per capita expenditure for 1,000 patients, say ..		1,000

The entire staff is to be provided with free unfurnished quarters.

There will be an outdoor psychiatric clinic and a child guidance clinic attached to the hospital and conducted by the staff.

Capital Expenditure on buildings, equipments, etc., will be approximately Rs. 10,00,000.

All pay mentioned above is consolidated and no special allowance is recommended.

Recurrent Expenses of a Thousand-Bed Mental Deficiency Home.

		Grade.	Monthly expenditure in Rupees.
1	Psychiatrist Superintendent ..	850—25—1,000	850
2	Psychiatrists ..	350—25—650	700
1	Physician-General ..	300—25—500	300
4	Psychiatric Social Workers ..	250—15—475	1,000
4	Psychologists ..	250—15—475	1,000
50	Trained Teachers ..	250—15—475	12,500
1	Personal Assistant to Superintendent ..	300—15—525	300
1	Senior Matron ..	300—10—450	300
2	Junior Matrons ..	250—10—350	500
25	Nurses ..	125—5—200	3,125
100	Ayahs—female attendants ..	35—5—50	3,500
50	Menials ..	20—1—30	1,000
5	Clerks including accountant, storekeeper etc. ..	100—5—200	500
1	Recorder Statistician ..	200—10—300	200
1	Head Cook ..	40—1—50	40
10	Cooks ..	30—1—40	300
10	Darwans, peons, etc. ..	25—1—30	250
	Food @ Rs. 20 per head ..	....	20,000
	Medicines, chemicals, etc. ..	....	1,000
	Washerman, Barber, Darzi, etc. ..	....	1,000
	Repair and Replacement of Beddings, Crockery, etc. ..	....	4,000
	Electricity, Telephone, Coke for Boiler, etc. ..	....	2,000
	Maintenance of Grounds, Gardens, etc. ..	....	1,000
	Miscellaneous including stamps, stationary, etc. ..	....	4,000
	Total ..		59,365

Annual Recurring Expenses — $12 \times 59,365 = 7,12,380$

Annual per capita expenditure for 1,000 patients = say 700

The entire staff is to be provided with free unfurnished quarters.

Capital Expenditure on buildings, equipments, quarters for staff, etc., approximately = 10,00,000

Recurrent Expenses of a Thousand-Bed Mental Home for senile and incurable cases.

		Grade.	Monthly expenditure in Rupees.
1	Psychiatrist Superintendent ..	850—25—1,000	850
2	Resident Psychiatrist ..	350—25—650	350
2	General Physicians ..	300—25—500	600
1	Psychologist ..	250—15—475	250
1	Personal Attendant to Superintendent ..	300—15—525	300
1	Senior Matron ..	300—10—450	300
2	Junior Matrons ..	250—10—350	500
25	Nurses ..	125—5—200	3,125

Recurrent Expenses of a Thousand-Bed Menial Home for senile and incurable cases.—(contd)

			Grade.	Monthly expenditure in Rupees.
75	Male Attendants .. ..	..	35—5—50	2,625
75	Female Attendants or Ayahs .. ..	..	35—5—50	2,625
50	Menials .. ..	..	20—1—30	1,000
5	Clerks including accountant, store-keeper etc. .. ..	..	100—5—200	500
1	Recorder Statistician .. ..	..	200—10—300	200
1	Head Cook .. ..	..	40—1—50	40
10	Cooks .. ..	..	30—1—40	300
10	Durwans, Peons, etc. .. ..	..	25—1—30	250
	Food @ Rs. 20 per head .. ..	..	....	20,000
	Medicines, chemicals, etc. .. ..	..	....	1,000
	Washerman, Barber, Darzi, etc. .. ..	..	....	1,000
	Repair and Replacement of Beddings, crockery, etc. .. ..	..	....	4,000
	Electricity, Telephone, Coke for Boiler, etc. ....	..	....	2,000
	Maintenance of Grounds, Gardens, etc. .. ..	..	....	1,000
	Miscellaneous including forms, stamps, stationery, etc. .. ..	..	....	3,000
	Total .. ..	..		45,815

Annual Recurring Expenses $12 \times 45,815 =$ 5,49,780

Annual per capita expenditure for 1,000 patients—say 550

The entire staff is to be provided with free unfurnished quarters.

Capital Expenditure on buildings, equipments, quarters for staff, etc., approximately = .. 10,00,000

APPENDIX 24.

* REPORT ON TOWN AND VILLAGE PLANNING IN INDIA.

By

B. R. KAGAL.

1. INTRODUCTION.

1. The Government of India, in the Department of Education, Health and Lands, placed the services of the writer at the disposal of the Health Survey and Development Committee under the Chairmanship of Sir Joseph Bhore to advise the Committee on town and village planning. The Committee desired "to have a picture of what has been done and what should be done in the future in order to promote Town Planning as an integral part of the development of civil life on orderly lines in urban and rural areas." [The Secretary's (Health Survey and Development Committee) letter, 16-1/G of the 19th September 1944].

2. The tour, lasting two months, from the 9th October, 1944 to the 8th December, 1944 included the following towns and the adjoining rural areas:—

Delhi, Simla, Lahore, Karachi, Hyderabad (Sind), Ahmedabad, Baroda, Bombay, Poona, Kirkee, Bangalore, Madras, Hyderabad (Deccan), Nagpur, Jamshedpur, Calcutta, Patna and Cawnpore.

3. Before commencing the tour, a set of four questionnaires (Appendix II) was issued for eliciting available information. The names of the institutions and persons to whom the questionnaires were issued are at Appendix III.

4. The list of those who have given replies to the questionnaires is at Appendix V. Details of memoranda received in the course of the enquiry are at Appendix VI. The list of persons interviewed during the tour is at Appendix IV.

5. The terms of reference set out by the Health Survey and Development Committee in their letter dated the 19th September, 1944 were very wide. The writer had to determine the scope of the enquiry consistent with the time limit of two months prescribed for the purpose. The object, therefore, was to make a rapid survey of the points outlined in the questionnaires. The principles underlying the issues raised and the problems suggested in the questionnaires are in their turn based on the memorandum already submitted by the writer, in February 1944, to the Committee—attached herewith as Appendix I.

6. The memorandum deals with the recent advances in the science and practice of town-planning with special reference to the English practice and it forms the general background of this enquiry and the recommendations made in this report.

7. Apart from the disadvantages inherent in a rapid survey of this nature, the present abnormal war conditions have tended to exaggerate and distort the normal situation and present a confused picture. Effort has been made to make due allowance for these disturbing factors.

8. Town Planning, as it is understood at present, is a provincial responsibility. Senior officers of the Provincial Governments and States, whom the writer was able to contact in the course of the tour, showed a keen interest in the problem and generally expressed a desire to obtain a picture of the conditions prevailing in their respective areas. While this could not be done, in detail, an attempt has been made to deal more fully, Provincewise, with the

*The appendices referred to in this report have not been printed

special features which at once mark out one Province or State from the others. This, it is hoped, would make the report more useful to the individual Provinces concerned. It should, at the same time, give a fair idea to the Government of India not only of the measure of success or failure attained but also of the working that produced the results. The conclusions drawn in the body of the report are based on the material contained in the Appendices referring to the different Provinces and States.

9. The section on "A short History of Town Planning in India" attempts to make a general survey of the situation. The other sections deal with the main aspects of the subject, *viz.*, Education, Legislation, Finance and Administration. Village planning, Location of Industry and Housing are dealt with in separate sections. The writer's suggestions for dealing with war structures are dealt with separately. In the body of the report as well as in the Appendices dealing with the Provinces and the States, the lines on which recommendations are to be made are indicated and the final recommendations, divided into two categories, one the short term and the other the long term are embodied in the last section.

2. A SHORT HISTORY OF TOWN PLANNING IN INDIA.

10. The history of town planning in India has been, and is, an unequal and continuous struggle. It began in 1912 with the "Battle of the Sites" on the question of the selection of a site for the location of the new capital near Delhi (Appendix IX). Unfortunately, this has been the only initial, though spectacular, success in "the battle of science and of faith in the future of the new Capital against association and sentiment". If the town planners of New Delhi have succeeded, it is not due to any weakness of the opposition but to the towering personalities of the experts and to the vision displayed by the then Viceroy and Governor-General (late Lord Hardinge) and the then Secretary of State for India, in supporting the town planners. Since then, the champions of town planning have consistently failed. Calcutta, Cawnpore and Madras have provided proof of these failures in the course of this rapid enquiry (Appendices XVII, XVIII and XIV). Indications of similar trends in other places are not wanting. Detailed enquiries in all the Provinces and States in this respect are likely to be helpful to the areas concerned so as to avoid earlier mistakes, if any, when their respective town planning departments are established and begin functioning.

11. The real danger, however, is not so much of active hostility (though this cannot be ruled out completely in the absence of strong and informed public opinion) as of a steady decline in and neglect of the initial high standard. This is exemplified by accretions like Shahdara in the suburbs of New Delhi (Appendix IX).

12. The Government of India did not restrict their interest to the adoption of the latest town planning principles in the layout and development of the new Capital area. They impressed upon the Provincial and State Governments the need for regulating and controlling the growth of their towns. The first report of the New Capital Town Planning Committee is dated the 13th June, 1912. The Government of India's letter to the Madras Government on the subject, in 1912, runs as follows :—

"The Government of India are of opinion that the question of town planning is one of great and growing importance. The great majority of large Indian towns and cities are surrounded by insanitary quarters which have been permitted to grow up without any sort of control and which are

often the starting grounds of plague and other diseases and a large population is crammed into an altogether inadequate space. There is also the growing tendency of suburban landlords to refuse to let agricultural land for building purposes and it is becoming more and more difficult to meet the increasing demand for land among large classes of the population for improved dwellings amidst more sanitary and healthy surroundings. The art of town planning is of comparatively modern growth, and it is only recently that town planning experts have arisen, in very small numbers even in Europe. The matter is therefore one in which progress must necessarily be slow, but the Government of India are of opinion that a beginning can be made by enquiries as to the necessity for town planning legislation and the form which such legislation should take."

13. The Government of India also indicated the main lines on which an Act might be drawn up. The suggestions were based mainly on the provisions of the English Housing and Town Planning Act of 1909. The Government of India further stated that the question of town planning, so far as it affected Indian cities and towns, needed examination from the following points of view :—

- (a) the extension of existing towns, and
- (b) the improvement and opening out of existing insanitary areas in old towns.

The Government of India opined that, where land on the outskirts of a town was mainly agricultural and could be acquired cheaply en bloc, the better policy would be for the local authority to purchase outright and secure a return by premium and ground rents as buildings extended, instead of depending on development taxes. But where an existing town had been allowed to grow up in a haphazard way with vested interests in the surroundings, the acquisition of land would of necessity be of a much more expensive and difficult character owing to delays in litigation and the rise in prices of land. It is in such cases that control would be preferable to acquisition, which indeed for financial reasons would, on a large scale, be impossible. The object of the suggestions made was to render it possible to control future urban development and to provide for the expansion of population without imposing increasing burden on the general revenues or the resources of local bodies such as were usually involved when urban land could be acquired only under the Land Acquisition Act.

14. Active interest in town planning became evident in the Provinces and States from about this time. Two of the leading town planners in England, Prof. Sir Patrick Geddes and Mr. H. V. Lanchester, were invited to visit India and advise their clients. The reports of these experts vary from the mere statement of a few of the local problems (for which no solution was suggested) to the submission of detailed schemes, plans and estimates according to the experts' terms of employment and length of stay in the province or State concerned. Some of the provinces, like the United Provinces, employed full-time consulting architects (a reference has been made to the Master Plan prepared by Mr. Lishman, Consulting Architect to the Government of the United Provinces in Appendix XVIII).

15. Prof. Sir Patrick Geddes and Mr. H. V. Lanchester, jointly and severally, advised, amongst others, the Provinces of Madras and the Central Provinces and Berar, and the States of Baroda, Gwalior and Indore. The Bombay University, in 1921, established a School of Sociology and offered its first Professorship to Prof. Sir Patrick Geddes.

16. By far the most interesting report, however, is that prepared by Mr. E. P. Richards, a noted English town planner, at the request of the Calcutta Improvement Trust. A separate reference has been made to it in Appendix XVII.

17. Since 1921, interest in the subject has steadily declined, except in the States of Hyderabad, Mysore and Baroda, and the Punjab in British India.

18. Three aspects of this initial progress and decline are striking; these refer to the measures adopted by the Government of India and the States of Hyderabad and Mysore. The interest taken by the Government of India from time to time was an "occasional burst of insight" and not sustained, and so was the response. The initiative for the town planning movement was taken by the Government "from the top" instead of its coming "from below", as in the case of England (Appendix A of Appendix I) where the lead for reform in town and country planning was given by the public, the P. E. P. (Political and Economic Planning), the Town Planning Institute and the Royal Institute of British Architects. The Government accepted the lead and followed it up with necessary enquiries and legislation. In contrast, the Central and Provincial Governments in India have not taken adequate steps even to implement the recommendations made by the Holland Commission in 1918 (Appendix XX) on the scientific and technical aspects of town planning and by the Whitley Commission in 1930 (Appendix XIV) on town planning legislation. As a rule, the provincial Governments have not shown any active interest in the subject until recently when post-war problems came to the fore. In these circumstances, the decline was inevitable in British India.

19. The progress seen in Hyderabad, Mysore and Baroda can be traced to different reasons. The Government interest in these States has been sustained, though the means adopted to achieve the results have been different. Hyderabad and Baroda States sent scholars to study the theory and practice of the subject in England under town planning experts for a period of several years. These studies were not confined to flying visits of senior officials. The students on return to the State were given opportunities of training in order to study local conditions first and later they were given responsible positions as town planners. They received all the assistance they needed by way of necessary and adequate co-operation from the Public Health and other Government departments. The initiative, and later encouragement, on the part of the State, was thus assured.

20. In Mysore, on the other hand, the interest has been more "personal" than official, thanks to the initiative taken by the Ruler and the former Dewan, Sir Mirza Ismail. State students have not been encouraged by scholarships or by facilities provided by the Mysore University through the engineering college. Foreign experts have advised, from time to time, the State Officials on town planning, particularly with respect to Mysore and Bangalore, but the presence of these experts in the State does not seem to have benefited so far the Mysore engineers or the rural areas to any extent. There is thus the danger of this type of town planning deteriorating to the level of the present British Indian standards as soon as the experts leave the State. While the Mysore type of planning may be more spectacular, the Hyderabad type is more permanent.

3. TOWN PLANNING EDUCATION.

21. The lack of general education in town-planning through lessons on environment, health and hygiene in schools, of popular education promote

by a technical society of town-planners or by municipalities and trusts, if only for reasons of enlightened self-interest, and of technical education through engineering colleges or architectural schools, is primarily responsible for the conditions obtaining in the country at present. General and popular education is no less important than the technical education. Without general education, public opinion, strong enough to influence the standards of municipal and improvement trust administration, can neither be expected nor created.

22. Post-war education would need a civic as well as an industrial bias for creating a balanced community.

23. The view held by some of our administrators that "The general principles of town planning are now fairly understood and it should be possible for the Town Planning Committee (of a municipality) to apply them in individual cases" (Appendix XIV) is not supported by English administrators.

24. Sir Gwilym Gibbon, C.B., C.B.E., D.Sc., Ex-Director of the Local Government Division of the Ministry of Health, England, a distinguished Civil Servant for half a century, in his book, "No. 2—Problems of Town and Country Planning" says :

"The need for research in town and country planning is at least as great as in any other field. The planner of today is much in the same position as the medical practitioner of some generations ago. His practice is largely empirical, with occasional bursts of insight. The body social is not less complex than the body physical and certainly not less difficult to understand."

25. If the above would apply to England, it would certainly apply with much greater force to Indian conditions. Research in housing and town planning forms an important part of the programme of the International Housing and Town Planning Congress as indicated in the appendices attached to Appendix I. The technical body for the promotion of town planning suggested in paragraph 28 should pay special attention to research.

26. There are no Degree or Diploma courses in town planning in the country. The subject is not taught in any of the engineering colleges. Ordinary facilities in the shape of technical books in college and university libraries are not available to students wishing to study the subject on their own. No enquiries for trained personnel are received by the principals of engineering colleges from Government departments, municipalities or improvement trusts.

27. Few of the public works, municipal or trust engineers, have the time or the opportunity to follow the town planning movement even in its literature, much less to know it, at first hand, from the success or blunders of other cities. But even accepting what can be done at a distance or even from a brief visit of an expert or advising officer, the real danger remains not that of streets, etc.—absurdly wrong perhaps—but of the low standard of the mass of civic and municipal art. From the confused growth of our past, we tend to be easily contented with any improvements; this, however, will not long satisfy us, still less will it satisfy the next generation.

28. The benefit derived by the Hyderabad State by sending abroad students for town planning education and training has been indicated in Section 2 of the report and in Appendix XIX (on Town Planning & Indian States). The Government of India have a scheme under consideration to send students for training to Europe and America as a part of Post-War Planning. Some of these scholarships, commensurate with the importance of the subject, should

be earmarked for town planning. The Central Government should, as early as possible, call a conference of persons connected with the administration, science, practice and education of town planning, with the object of promoting the early establishment of town-planning courses in Universities and Architectural Schools and of creating a body, analogous to the Road Congress, to watch the interests of the Science of town planning in all its aspects.

4. LEGISLATION.

30. The first reaction of several administrators, officers and public men to the suggestion that more energetic efforts are needed for slum clearance is that the existing legislative powers are inadequate and that in the existing conditions slum clearance and rehousing are beyond the financial capacity of local self-government administrations and of town planning and town improvement agencies.

31. All town-planning, town improvement and improvement trust legislation in India enacted after 1919 provides for :—

(a) the determination of the amount of compensation to be awarded for the land acquired on the basis of the *market value on the date of publication* of the notification for acquisition under Sec. 6 of the Land Acquisition Act, 1894 ;

(b) the market value of the land to be the market value *according to the use* to which the land was put at the date with reference to which the market value is to be determined ;

(c) powers to disregard increased value of land and buildings if it is specially high by reason of the use thereof in a manner which could be restrained by any court, or is contrary to law or public policy or is detrimental to the health of the inmates of the building or to the public health (Madras Town Planning Act, 1920) ;

(d) ampler powers by adding a separate schedule to the different acts, giving powers for further modifications in the Land Acquisition Act, 1894, which among others provide for privileges mentioned in (a), (b) and (c) above, and

(e) the recovery of betterment contribution from owners of properties improved by a trust scheme.

32. It is not possible to accept the suggestion that these powers are not ample, at any rate, to make a beginning. On the other hand, it is suggested by some of those who have carefully studied the Acts that these powers are far in advance of similar powers in English legislation at present. It is not within the scope of this report to examine in detail, the merits of the two extreme views ; the truth lies nearer the latter than the former. In the Punjab and in the Hyderabad State where full use is made of the existing powers, there is no complaint about the lack of powers. The Punjab claims that the existing legislation " gives reasonably wide planning powers ". The Hyderabad State planning authorities are satisfied that they have " practically all the powers needed for regional, town and village planning ". The actual working of the existing powers is, therefore, of greater importance for the purpose of this enquiry.

33. In the course of the enquiry it was disclosed that many of the officers responsible for the administration of the trusts or for tendering advice as valuers were not even aware of the nature of the existing powers. In no case were these powers being fully used, although they have existed for nearly a quarter of a century in some provinces.

34. Although legislation enacted prior to 1919 did not contain these special powers, there is nothing to show that any attempts have been made, either by the Bengal Government to seek these powers for the Calcutta Improvement Trust (1911), or by the Bombay Government to revise the now completely out-of-date Town Planning Act of 1915. A complete case for a Supplementary Act for town planning was made for Calcutta, as early as 1914 by Mr. E. P. Richards, at the request of the Chairman and Trustees for the Improvement of Calcutta (Appendix XVII) but no action seems to have been taken to implement the recommendations made in the report. What can be achieved even through the limited powers under the Bombay Act is, however, illustrated by the example of the Hubli Municipality (Appendix XIII). The municipal borough of Hubli, in the Bombay Presidency, was superseded by Government on the 5th January 1939 and it was handed over to a newly elected body on the 1st July 1944. The work done by the Executive Officer during the period of supersession of four and a half years (of which nearly four years are covered by the War) can be seen from the answers (Appendices VII & VIII) supplied to the questionnaires I and II.

35. It would thus appear that the trouble does not lie so much with the lack of powers as with the lack of the use of the existing powers, or lack of the desire to change them even when change has been recommended.

36. Housing legislation which mainly deals with subsidies for poor class housing is in a different category. No serious attempt has been made so far in India to deal with the housing problem either through state, municipal, cooperative or private agencies. The results of the cooperative housing movement in the provinces of Bombay and Madras have not been very encouraging. It is hoped that this question will no doubt receive simultaneous attention and further town and village planning legislation will include also housing legislation on the lines of the English precedent.

5. FINANCE.

37. Slum clearance and housing of the poor (who are not capable of paying an economic rent for the minimum accommodation they require for themselves and their families), involve financial considerations. It has been stated by most administrators that finance is the crux of the question and that slum clearance and housing have been held up for want of adequate State aid. According to the Chief Commissioner of Delhi, "The Government of India have proceeded on the principle that the Delhi Improvement Trust Schemes, in the aggregate, must be financially self-supporting." Timely action in preventing the creation of slums would no doubt be more economical in the long run. The loss in preventable deaths, in ill-health, suffering and consequent inefficiency cannot be measured in terms of money as also that from fatigue and lack of leisure with its consequent effect on the cultural activities of the people. The losses in man-hours in unnecessary travel to and from work through traffic jams in large cities have now come to be assessed fairly accurately.

38. All the above factors will have to be taken into consideration before the Government decide to continue their policy to ask the slum clearing and housing authorities to make their schemes self-supporting. Towns with their slums are man-made. The responsibility for creating and continuing them has to be shared by the Government, the industries and the public. If Local Self-Governments have failed, the Government's share in that failure due to errors of omission and commission cannot be entirely disowned. Benefits of industry are shared by the Government through taxation. It is an

admitted fact that most of the slums are a direct result of unplanned and uncontrolled industrial development. The unsuspecting and ignorant villager is drawn to the towns by the lure of employment and thus adds to the slum population.

39. Hospitals, T.B. sanatoria and preventive measures against smallpox, plague and other infectious diseases are not expected to be financially self-supporting. High personages connected with Government administration make frequent appeals for funds, and in fact secure them, for what are considered as deserving causes. These appeals, and philanthropists who readily respond to them, are rightly blessed by the community. But the root cause of all the disease and squalor, the slums, is allowed to multiply without Government accepting adequate responsibility for financing remedial and preventive measures.

40. All the benefits that free and compulsory education can bring to the child that is born and bred and later lives and dies in the slums would be of doubtful value. The effects of environs on the mind of the growing child are too well known to need emphasis. Any amount of education, however well-planned and costly, during the years six and fourteen, cannot compensate for the permanent harm done by environs. These tend to keep the individual "as mean as the street he lives in". This will have to be considered by the Government in apportioning the available finance between slum clearance and housing on the one hand and other nation building activities on the other. The responsibility for financing slum clearance and housing has been recognised by English legislation and accepted in practice. Beyond the rent-paying capacity of the worker, the financial responsibility for housing is apportioned between municipal taxation and Government subsidy. After their taxable capacity has been ascertained, Indian municipalities should be made to bear their full share in slum clearance schemes. Having done this, the Government would have to make their own contribution for making up the deficits.

41. At present the general practice is to allow *nazool* receipts to be set aside for town improvements. Legislation in order to reduce financial burdens to the minimum is necessary, where it does not exist, on the lines suggested in the preceding section. "But in addition to legislation, it is essential that there shall be a definite and progressive policy and, as a necessary corollary, funds to implement it" as has rightly been pointed out in the preface to the Report on the Re-organization of Urban Administration in the Central Provinces (1943).

6. ADMINISTRATION.

42. Town planning is a social science in its purpose while its considerations of efficiency and costs are economic. In the matter of physical planning both engineering and architectural problems come in. The objective is shaped and given the authority of the community and then administered through legislation and the governmental machinery which is broadly described as administration.

43. The efficient administration of such a complex phase of the community life of the people must necessarily be equally complex.

44. Judging from the present conditions in the country, dealing with this particular aspect of administration as revealed in the provinces dealt with in the appendices, the Governments appeared to be satisfied to "hold the ring to enable a multitude of rival individuals to advance their own interests and thus, by a beneficent alchemy, to promote the interests of civilisation".

Where results are to be obtained through the working of the Local Self-Government institutions, Governments will have to recognise the ineffectiveness of the passive supervisory, or at best exhortatory, role which the parent departments are at present used to assume. This will have to give place to a bold policy of forecasting, coordination and following up.

45. The Government of India, by setting up an elaborate machinery for post-war planning, have come to recognize that there is no peculiar "democratic" virtue in incompetent administration. Town planning should receive the right "priority" in the broadest sense. What is more, the public needs to be educated in formulating opinion on these priorities. Administrative organisations and methods will have to be adjusted to ensure the fullest and most rapid effect.

46. Financial and accountancy considerations which dominate at present, and the belief that administration is merely a regulatory, policing and taxing mechanism, will have to give place to the conception of Government as the nation's common instrument for ensuring the welfare of the community.

47. In the early stages of the development of town planning in England, the question as to which parent department should "bring up the baby" was settled by the traditional hit and miss method. First, the Ministry of Health and later the Ministry of Works were tried. But finally, a separate Ministry for Town and Country Planning has been established. It is not necessary that we, in India, need repeat the experiment. We might as well study the results of the experiment and avoid the now discarded intermediate steps by creating separate Ministries in the Provinces and establishing a corresponding organization at the Centre to provide the necessary coordination, expert advice and stimulus.

48. Issues and problems should be solved in proportion to their national importance; when there is lack of coordination, they are solved rather in proportion to the strength of individual departments. The only method of securing action on a neglected subject, in the present conditions, is to create a new Ministry. Failing this, the neglect is bound to continue notwithstanding the best intentions.

49. If the Government of India take effective measures without any delay, both in respect of the short term and long term recommendations made in this report, it should be possible to synchronise the adjustment of the right relationship between the people, their work and their place with the raising of the standard of living through the National planning on a comprehensive scale.

50. The permanent civil servant cannot be blamed for the consequences where the advice tendered by him is not accepted by the Minister. But he will have to bear a fair share of the responsibility if his opinions and the technique for obtaining the information and for shaping and representing the policy prove ill-advised too often. It is here that he should share his responsibility with properly trained technical advisers. Given the knowledge and the will to do it, he is in a position to adopt, and alter where necessary, the techniques which the individual Minister is not in a position to do.

7. VILLAGE PLANNING.

51. The problem of the unearned increment accruing to the owner of the land near towns and industrial areas owing to urban development vitally affects village and country planning. Freedom to use such land for any

purpose without control of any kind either by the State or the local authorities further tends to promote usage of vacant land in a manner detrimental to the community.

52. A reference has been made to the Barlow Report on the distribution of the industrial population in the next section. Two other reports published in England of equal importance are the reports of the expert committee on Compensation and Betterment under the Chairmanship of Justice Uthwatt and the other of the committee on Land Utilisation in Rural Areas under the chairmanship of Lord Scott. Brief notes on these reports are at Appendices XXI and XXII.

53. The object of village planning can best be described in the terms that were referred to the Scott Committee for report. They are :—

“ To consider the conditions which should govern building and other constructional development in country areas consistent with the maintenance of agriculture, and in particular the factors affecting the location of industry, having regard to economic operation, part time and seasonal employment, the well-being of rural communities and the preservation of rural amenities.”

54. Lord Scott and his committee rightly understood the direction to mean that the conditions to be imposed on constructional development in the countryside must be such as will be consistent with the maintenance of a *prosperous* and *progressive* agriculture, and that pre-war prevalence of malnutritional diseases must never again be allowed to recur.

55. In the course of the enquiry, the Scott Committee became convinced that there is an innate love of nature deeply implanted in the heart of man and that the “ drift from the land ” has been occasioned in large measure by economic inequalities between town and country rather than by any deep love of supposed urban joys. They agree with the views stated by Mr. G. M. Trevelyan : “ Today most of us are banished to the cities not without deleterious effects on imagination, inspiration and creative power. But some still live in the country, and some still come out on holidays to the country to drink in with the zest of a thirsty man the delights of natural beauty and return to the town re-invigorated in soul.” In this natural desire to seek escape from the town back to nature and to the villages, preservation of the existing natural amenities of the countryside plays a very important part. It is quite distinct from the provision of amenities like a pure water supply, drainage, medical aid, markets and communications.

56. The technique of planning for villages is not different from that for towns. It has, however, to be modified according to the needs, characteristics, customs and standards of living. It is in this sphere that the knowledge of local conditions, customs and habits plays a very important part.

57. The location of the market place in relation to the village, of the manure pits, the cattle shed and grain-store in relation to the home are some of the problems that need special study and tactful handling. The principle of “ neighbourhood units ” adopted in the town can be worked into a village setting plan to enable one unit to serve several villages.

58. The house plan has to be adopted to the customs of the people and to the needs of the cottage industry existing in or suited to the community. Weavers, goldsmiths, ironsmiths, carpenters, washermen and petty shopkeepers have all their special needs ; a weaver needs large room or a covered verandah for his loom while an ironsmith or silversmith requires a well ventilated work room.

59. Town and village planning thus complement and are complemented by each other.

60. At present even less attention is being paid in the country to village planning than to town planning. The Government of India circulars to the Provinces and States in 1912 dealt only with town planning. Added emphasis on village planning is of a comparatively recent origin even in the Western countries which have advanced considerably in town planning. In England the necessary attention is being paid to this aspect only after the commencement of the present war.

61. Road planning and large scale electrification and irrigation projects would certainly help rural areas, but if planning principles are not simultaneously applied to the villages as well as to the towns at this juncture, there is a danger of more ultimate harm than good being done to the rural population. Multiplication of roads without adequate legislative provision against Ribbon development would prove disastrous. Even Ribbon development legislation might fail to produce the necessary results due to unsatisfactory dual control (*vide* para. 67 of the next section).

62. Colonisation schemes for the returned soldiers and for the educated unemployed are being planned and executed in the Hyderabad State. These and similar schemes for special groups could well form a marked feature of our future village planning.

63. Hydro-electric, irrigation and water supply schemes create problems of a different kind. Impounding reservoirs submerge existing villages and new areas brought under irrigation require new village sites. Temporary sites occupied by labour brought for the construction of dams, head works, and canals show a tendency to become permanent.

64. The Revenue Departments, Public Works Departments or the parent departments responsible for the major schemes have not so far paid much attention for planning for the rural areas and populations affected by their schemes. This kind of planning needs more goodwill, professional advice and coordination than money.

8. THE LOCATION OF INDUSTRY.

65. The Office of the Economic Adviser to the Government of India has recently prepared a Memorandum on "The Location of Industry in India". This Memorandum has two appendices; one is a summary of the majority report of the Royal Commission on the Distribution of the Industrial Population of Great Britain, and the other is a summary of the report prepared by the P. E. P. (Political and Economic Planning) on the same subject. The two appendices are relevant to this enquiry. Similar summaries of the two reports could have been produced in this report as appendices, but to avoid repetition, a reference to the Memorandum and appendices is invited.

66. There is, however, one important feature of the Royal Commission Report which needs emphasis. The Memorandum refers only to the majority report of the Royal Commission and not to the minority report. The minority report is signed by three Commissioners—Prof. Patrick Abercrombie, Mr. Herbert H. Elvin and Mrs. Harmoine Hichens. Prof. Abercrombie has, in addition, added a Dissident Memorandum on "Planning in relation to the Location of Industry". While the Royal Commission unanimously accepted certain conclusions on the completion of the enquiry the recommendations in the majority report, in the opinion of Prof. Patrick Abercrombie and his

other two colleagues, do not go far enough. Town planners would probably agree with Prof. Abercrombie for reasons given by him in his Dissident Memorandum.

67. The P. E. P. Report deals more fully with the relationship between the location of Industry and Town and Country Planning and this has a vital bearing on this enquiry. The Report had suggested the establishment of an Industrial Development Commission and in this connection it says :—

“ It has been pointed out already that the proposed Industrial Development Commission would not override in any way the zoning provisions and town and country planning schemes. The relationship between town and country planning and the control of Industrial location must, however, be rather more fully discussed, as considerable confusion exists over it, Parliament itself recently, through the Restriction of Ribbon Development Act, 1935, created serious fresh difficulties (wherever major roads are concerned) by requiring two different sets of authorities, working under different Acts and different Ministries, to deal with the same development proposals from much the same standpoint, but with different methods. It is clearly desirable both that this particular duplication should be corrected and that any fresh machinery brought into existence should provide for the smoothest possible cooperation and the clearest possible division of field between town and country planning and related activities.

“ The basis for separating the functions is clear enough. Town and Country Planning is essentially control of the use of the land. In any particular area it has to reconcile the claims of industrial, residential, and other uses in such a way as to secure the best pattern of development, taking into account both economy and amenities. It is vital to town and country planning that new industry of any type should not be permitted in the middle of a residential zone, but it is usually irrelevant to the town planner whether a proposed new industrial building is to be used for repairing motor cars or for manufacturing cigarettes. On the other hand, it is of no importance for the national guidance of location of industry whether a new factory at Coventry is in the middle of the town or on the east side or on the west ; the main consideration from this angle is what the factory is going to make, and whether it ought to be in the Coventry area at all.

“ There is no reason therefore to fear that the jurisdiction of an Industrial Development Commission would either duplicate or overlap with town and country planning, the Commission would simply fill what town planners have long recognised as an embarrassing gap, and the existence of such a body with a clear, long-range policy and mechanism for the guidance of industrial development nationally and regionally would be of great assistance to them, even in existing conditions” (pages 257 and 258 of the P. E. P. Report on the Location of Industry in Great Britain, March 1939).

68. The Government of India should no doubt take steps for controlling and directing the location of industries. Elaborate planning through the Planning and Development Department is already proceeding. At the same time action to promote Town and Village Planning with special reference to zoning provisions and to ensure coordination between the economic and physical aspects of the location of industry on the lines suggested by the P. E. P. in the preceding paragraph is equally urgent and important.

9. HOUSING.

69. Housing today is a study of human relationship in a balanced community. Reconditioning of houses also means reconditioning in every way the lives of their inhabitants. Sociologically, its greatest value is to be noticed in those areas which have not yet quite lost the halo of respectability but which, without outside help, are bound to lose it in the course of a few years. Its scope is certainly not restricted to the provision of a few colonies meant for the middle class population outside the towns like Bombay, Madras and Ahmedabad.

70. The present war has affected housing in many ways as it did during the last one. For the duration of the war, construction, except for war requirements, is restricted and controlled. The housing statistics in 1918 showed that, in that year, the total value of houses approved for construction by English local authorities was only 4% of that of 1913. In European countries there was similar fall in construction for residential purposes. In thirty five German towns, the number of new constructions fell during the period, from 45,000 to 1,172; in Vienna from 13,000 to 36. Towards the end of the last war, the housing industry in belligerent countries came almost to a standstill.

71. Indian housing has probably been so far affected in the present war as European housing was during the last war. Further deterioration in the situation is almost certain. Experience of the last war showed that the conditions further deteriorated after the armistice. The crisis was actually reached, in Europe, sometime between 1922 and 1923.

72. The return of the soldier with a new outlook on life, the reluctance of the agricultural worker to return to his pre-war job and the rapid changes in the joint family system which might necessitate millions of new households without any increase in the population are some of the problems that materially affect the supply of residential accommodation.

73. Rapid industrialisation after the war would be an additional strain at a time when, as the experience of the last war showed, the pressure on the housing accommodation would be at its worst.

74. No attempt is made in this report to describe the existing housing conditions in the rural, the urban and industrial areas. More detailed surveys are being made by the Health Survey and Development Committee through their special sub-committees and by the Labour Investigation Committee appointed by the Labour Department of the Government of India.

75. The Whitley Commission have described the conditions of industrial housing, in 1930, in the following terms :—

“ Neglect of sanitation is often evidenced by heaps of rotting garbage and pools of sewage, whilst the absence of latrines enhances the general pollution of air and soil. Houses, many without plinths, windows and adequate ventilation, usually consist of a single small room, the only opening being a door way often too low to enter without stooping. In order to secure some privacy, old kerosene tins and gunny bags are used to form screens which further restrict the entrance of light and air. In dwellings such as these, human beings are born, sleep and eat, live and die”. (Extract from chapter XV, pages 271-272, of the Whitley Commission Report).

76. Since 1930, the conditions appear to have steadily worsened. War work in industrial towns has no doubt contributed considerably to this worsening process. It is feared that it would worsen further, if judged by the experience of the last war.

77. The Whitley Commission held the view that the important causes contributing to the unsatisfactory situation were the lack of coordination between the employers, the local authorities and the Government, and the apparent doubt as to where the responsibility for the situation should lie. These causes still exist.

78. Stricter enforcement of municipal regulations would no doubt considerably improve environmental conditions. But these measures alone cannot reduce overcrowding, which is no less a health problem than lack of water supply and drainage.

79. There is no housing legislation in India. The English practice is to combine housing legislation with Town and Country Planning Legislation and it should be tried in India. Unless housing legislation with the provision for adequate State-aid is introduced in the Provinces and Indian States, no material improvement in the housing conditions can be expected.

80. State aid according to the English practice has been in the proportion of twice the financial aid the local bodies are asked to make to subsidise poor class housing. Help through tax exemptions is more common on the continent of Europe and in the U.S.A. In Belgium, for instance, all buildings built since 1923, the rateable value of which did not exceed a certain figure, are exempt for ten years from land tax. In the U. S. A., a ten year tax exemption was calculated to amount to a relief to the extent of 1/3 of the cost of the building.

81. The first effects of direct state subsidies in England were striking, but so became its later abuse. The relief did not normally reach the section of the community that needed it most. In the course of this enquiry also similar abuse was noticed in a case where State aided housing is being promoted. Aid, as given at present in England, generally takes the form of rent rebates to individual tenants, based on their capacity to pay and the area they occupy.

82. Cheap credit facilities and guarantees can alone enable local bodies to undertake housing responsibilities on a large scale. Cooperative Buildings Societies have failed to show satisfactory results in the Bombay Presidency. State-aided housing has also been tried in the Bombay but only on a very small scale, in the suburbs of Bombay.

83. The Government should follow a bold policy, and encourage Building Societies, promoting home-ownership and individual thrift, to be formed and registered. These provide a safe and easy way of saving, and an advantageous way of borrowing, for the economic classes able to meet their housing obligations. Insurance Companies would then interest themselves in helping the building societies in covering certain risks on the lives of the borrowing members.

84. Charitable Building Trusts for the benefits of the less fortunate members of the community are common amongst Parsees, Jains and Khojas in Bombay. These correspond to the Housing Societies in England. The Government and the local authorities should encourage such Trusts in every possible manner. Enquiries show that these trusts have so far received no help, let alone encouragement.

85. The housing of the villager in his village, as also in the town where he migrates as an industrial labourer, presents a special problem.

86. This type of labour is only casual to the town while it has its deep roots in the village. The habits of this type of worker should be made more hygienic but there is no reason why he should be denied the "atmosphere" of his native village even when he is working for industry. He is more "at home" in a bustee than in a chawl. He loves his front and back courtyard and would like to own his milch cattle if conditions permit. In effect he tries to reproduce his village conditions if he is given the opportunity. He can build his own hut with the kind of material which he has handled in the village. He yearns for his village chowpal (meeting place) and fondly remembers the pleasant nights he spent in bhajan, kirtan or folksongs with his village companions. He tries hard to remain unsophisticated, wedded to his rural culture.

87. Land is plentiful in India. With proper distribution of industry and control on land usage, it should be possible to keep down land values. If properly planned, India may never need to develop vertically for her residential requirements needed for the villager migrating to the town. It is cheaper to the state and to the local bodies to provide for the housing of this kind of worker. Attempts have been made on these lines in Jamshedpur, Madras and Nagpur with varying degrees of success. The experience of the working of over a quarter of a century is available and should be useful if carefully analysed.

88. The land intended for these "urban villages" should be levelled, laid with roads and drained. Water supply through public hydrants and sanitary conveniences are to be provided only at certain points. Community centres, shops, schools and other public buildings are to be the only permanent buildings in these areas. For the rest, the vacant land should be divided into plots of suitable and varying sizes and leased out to the workers on well-considered terms. Conditions of transfer should ensure that the lease rights are not acquired by the local 'bania' in settlement of a debt. Standard plans of buildings should be supplied. Building material should be made available at the site through municipal or Government agency. The bulk of construction can then be left to the worker, but if he needs help, it can be supplied, like the material, at cost. If the worker so desires, the entire construction can be undertaken on his behalf, the payments being made by the worker in easy instalments. In such a scheme, the urge to own one's own house would be strong. If the worker is a temporary resident and only wants accommodation on a rental, it should be possible to provide it for him in municipal or state-owned buildings on some of the sites.

89. These buildings would be only of a semi-permanent nature, made from locally available material. Consequently they would be comparatively cheap. More than cheapness, they would have an important advantage which a permanent building does not possess. With the steep rise in the standard of living, which is the main object of our National planning, the popular ideas about housing requirements would change rapidly. The next generation would probably not care to live in the houses which the present one considers suitable and convenient. A semi-permanent building can more easily be discarded in such circumstances than a permanent one. May be, the next generation would like to have, and could afford, a water connection and a water-closet inside the house and the municipality can, by then, extend its services to meet the demand which it cannot possibly do at present.

90. Starting with the urban village, these methods can be extended by the District authorities to the rural areas, where the initiative can be left in an increasing measure to the villager who has more abiding interest in his home.

10. WAR-TIME BUILDINGS.

91. Hundreds of crores of rupees must have been spent on buildings constructed for War needs. Some of them would probably be required for the future peace time needs of the Defence Department ; according to the normal practice, those not required would be sold by public auction after the war. This matter would affect town planning in several ways.

92. Many of the buildings in urban areas have been located on sites which formed the lungs of the areas or were intended for some other permanent use. The pace at which these buildings were planned and constructed left no time for well-thought-out plans and substantial construction. Also for want of the required building materials like steel and cement, buildings of semi-permanent type had to be erected and unseasoned local timber had to be substituted for the usual seasoned Burmah teak.

93. With all these disadvantages, it should be possible to save to the country crores of rupees, if the problem of disposing of the wartime buildings is systematically solved.

94. It has been suggested that a large number of these buildings have been constructed on behalf of His Majesty's Government who might insist upon the structures, when not required, being sold by auction to ensure the best scrap value in the open market. If so, it is for the Government of India to examine the possible disadvantages of such a policy and convey to His Majesty's Government their considered views.

95. In urban areas, where this type of construction has been on the largest scale, land values have risen considerably. Inflation and the tendency on the part of the investing public to go in for land, at a time when the Japanese danger on our eastern boundary was considered real, have both further tended to raise values of vacant land to absurdly high levels. Those who have bought lands at such high prices have not been able to derive any benefit out of the present demand for housing due to non-availability of building material or State control on what little is available. Their only hope therefore lies in waiting for the material to become cheap so that it may compensate for the high cost of the land and thus level up the total investment on the completed building.

96. After the War, it is not likely that prices of new building material will reach prewar levels, at any rate, for some considerable time. The only alternative for the speculative builders, therefore will lie in the second-hand material likely to be released from semi-permanent war structures. There is thus a real danger of a scramble for indiscriminate jerry building with the help of such material in the urban areas. This may lead to the creation of more slums unless the Government takes suitable precautions to prevent it.

97. Municipalities, Improvement Trusts and Government departments can, however, make use of the material available from the war structures for their poor class housing schemes. Such schemes, if properly planned and located, would ensure to the State the financial benefit which would otherwise go to the land speculator to the detriment of architectural propriety and building standards.

98. The scope or utilization of war structures in rural areas is much larger. Some of the areas laid with roads, services and electricity can well form the nuclei for locating new or dispersed industries. These serviced localities can also be used for sitting satellite towns, market places or villages depending on their size and situation. The material from dismantled buildings can be utilized by district municipalities or authorities on the same lines as those suggested for the urban areas. Longer use could be made of suitable buildings as they stand or with the necessary alterations because in rural areas there would not be the same urgency or need for clearing the sites as might be the case in congested towns.

99. The problem, though vast, is so important that it should be handled satisfactorily on the lines indicated above by a special technical section of the department for handling the work of the disposal of War contracts and War materials.

11. A SUMMARY OF RECOMMENDATIONS.

100. A summary of the recommendations made in the body of the report has been arranged in this section in two categories, one short term and the other long term. The first paragraphs (A) under each heading deals with the recommendations that can be given immediate effect, while those in the second (B) indicate the lines on which the long term policy of the Government should be based.

EDUCATION.

101 (A). (a) A small conference of persons of officials and non-officials connected with the administration, technique, practice, education of town planning and Local Self-Government should be convened by the Government of India. The conference should be asked to report on :

- (i) the introduction of town planning courses in the existing Architectural schools and Engineering colleges ;
- (ii) the scope and length of the courses ;
- (iii) the method of practical training ;
- (iv) the centre or centres where such courses can be immediately introduced, having regard to the existing standard of technical knowledge, experience, and other facilities available to train students ;
- (v) the best means of obtaining and making available in the country technical advice for immediate and short term requirements ;
- (vi) such other matters as the Government of India may desire to refer.

(b) A body, analogous to the Road Congress, should be constituted to promote the science, technique, education and research in town planning.

(c) Institutions like the Gokhale School of Economics in Poona, which are carrying on civic surveys, should be encouraged financially and students should be sent to such institutions for training.

(d) Scholarships for studying town planning outside India, and " Guest " professorships should be instituted.

102 (B). (a) General education in all its stages, from the primary to the college stage should be given a civic bias.

(b) Creation of a strong civic sense in the public should form an important feature of the policy of the Government, municipalities, technical institutions, and scientific bodies, through publicity, exhibitions and museums.

(c) Chairs for sociology should be established in the Universities.

(d) Where such chairs exist, students should be encouraged to take up civic surveys, likely to be helpful to town planning, for their post-graduate work and thesis.

(e) Designs for important layouts and public buildings in the country should be obtained by open competitions, the selection being left to a panel of judges drawn from all parts of India.

LEGISLATION.

103 (A). (a) Full use should be made of existing legislation, while its defects, if any, must be carefully examined with the help of technical advisers.

(b) Obsolete Legislative Acts should be revised and brought up-to-date.

(c) Town planning, town improvement, and prevention of ribbon development legislation should be enacted where it does not exist.

(d) In drafting legislation, advice of town planners should be made available to the administrators and legislators.

(e) Improvement Trusts should be established where necessary, in areas which are allowed by the municipalities to deteriorate. But the creation of trusts must be preceded by comprehensive surveys, definite programmes and the fixation of suitable town planning and housing standards.

(f) Until a sufficient number of town planners of a suitable type to advise the individual provinces on important matters of legislation are available in the country, the Central Government should make available technical advice for those provinces and States that ask for it.

104 (B). (a) Housing legislation should be considered an immediate post-war problem of high priority.

(b) An expert committee of the Legislative Department of the Government of India should examine the provisions of the Land Acquisition Act of 1894 in the light of the present town planning needs; and amendments to the Act should be suitably made, instead of a multiplicity of piecemeal amendments to the town planning and town improvement Acts of the provinces concerned.

FINANCE.

105 (A). Slum clearance schemes cannot be expected to be financially self-supporting. The financial responsibility for these projects should be shared between the Government, the municipalities and the industries that benefit by the large congregation of populations in towns, on an equitable basis.

106 (B). Housing finance, like housing legislation, is an immediate post-war problem of high priority.

ADMINISTRATION.

107 (A). (a) At the Centre, a Town Planning Officer with a suitable designation and status, should be appointed to ensure the co-ordination between departments, to tender advice and to provide stimulus.

(b) Departments for Town and Village Planning should be created in the Provinces under a Minister.

(c) In the Provinces, the Ministers and the Administrators should be advised by a Provincial Town Planner who should have the status of a Chief Engineer of the Public Works Department.

(d) The Government control and direction of the Local Self-Government machinery should be more effective.

(e) There should be no hesitation, on purely civic grounds, in either mending or ending municipal inefficiency, obstruction and other objectionable features.

(f) In superseded municipalities, local officers should be directed to make out definite programmes to be carried out within specified periods.

(g) Model building bye-laws for local bodies should be drafted and circulated. Local bodies should be required to adopt and enforce them.

(h) Inter-departmental co-operation and co-ordination, either through a liaison Officer or any other machinery, is essential for the success of town planning schemes.

108 (B). (a) Corporation, Municipal and District Board legislation should be examined and revised where necessary to bring it in line with recognized and up-to-date town planning principles and practice.

(b) It should be made obligatory on municipalities notified by Govt. to have executive officers with statutory powers.

VILLAGE PLANNING.

109(A). (a) Problems of " unearned increments " in land values, and " marginal " development should be effectively controlled by stricter measures of preventive and directive planning.

(b) Co-ordination between Town Planning, Revenue, Agriculture and Industries Departments is vital. This co-ordination can best be effected through the Town Planning Department for the purpose of siting of new industries or the dispersal of existing ones.

(c) Ribbon development should be strictly controlled by one single authority.

(d) Inequalities between rural and urban amenities should be minimised.

(e) Existing rural amenities should be preserved.

(f) The layout of market places in relation to a group of smaller villages, as " neighbourhood units ", new sites for villages submerged by hydro-electric projects or for new communities, and colonising virgin countryside brought under cultivation by irrigation projects have to be planned well ahead.

110(B). (a) Provinces should, through their experienced revenue officials or expert committees, examine the powers necessary to regulate the conversion of agricultural into building land in, or in the vicinity of, large towns. Land Revenue Acts will have to be revised substantially to co-ordinate the land revenue policy, village planning and the location of industry.

LOCATION OF INDUSTRY.

111. Location of industry is governed by economic, social and strategic considerations. The town planner is best suited to advise on the sociological aspects of this important problem. His services should be freely utilised in deciding the broad policy, on a national and regional basis; while the siting of individual industrial areas and factories should be the responsibility of the Town Planning Department.

HOUSING.

112(A). (a) The recommendations contained in the Holland and Whitley Commission reports, as far as they refer to steps that can be implemented in a short term policy, should be given immediate effect.

(b) Cooperative and building societies and philanthropic building trusts should be encouraged by the Government and local bodies.

(c) Credit facilities should be given to cooperative societies on a liberal scale.

(d) 'Company' towns, like Jamshedpur and Batanagar, should be encouraged.

(e) Vertical development for housing should be avoided as far as possible.

(f) The best that is in village culture should be preserved even while providing for the housing of the villager employed in industry, as suggested in paragraph 86 of the report.

(g) Cheaper type of housing, both in the urban and rural areas, should be encouraged on the lines suggested in paragraphs 88 and 108 in the report.

113(B). (a) The recommendations contained in the Holland and Whitley Commission reports on housing and allied matters should be fully implemented.

(b) Recommendation made in this report under Legislation and Finance [paragraphs 104 (B) (a) and 106 (B)] may be seen.

WAR-TIME BUILDINGS.

114. A special technical section, under the Department for the Disposal of War Contracts and War Materials, should be created to deal with this question, on the lines suggested in the report (paragraph 99).

JAMSHEDPUR :

B. R. KAGAL.

Dated 24-1-45.

APPENDIX 25.

*Functions of the Central and Provincial Water and Drainage Boards.***(a) The Central Water and Drainage Board.**

The functions of the Board may broadly cover the following aspects of water and drainage problems:—

1. To lay down general principles to be adopted in respect of:—

- (a) investigation and preparation of water and drainage schemes in the provinces, including the minimum technical details to be gathered during such investigations;
- (b) the order of priority in the investigation and execution of such works;
- (c) the sources to be considered for water supplies;
- (d) types of distribution systems to be adopted;
- (e) nature and frequency of examinations for the control of quality of water supplied for public consumption, including the standards of quality to be maintained in water supplies of varying magnitude;
- (f) standards to be aimed at in the maintenance of water works urban and rural, as regards mechanical equipment and plant control;
- (g) the training and licensing of water operators; and
- (h) plant control laboratories, including their equipment and staff.

2. To act as an information bureau for the supply of information regarding the latest developments in respect of water and drainage problems to provincial authorities and others interested in water and drainage problems.

3. To advise on the conservation of water and its distribution on an inter-provincial basis.

4. To advise on inter-provincial river pollution problems.

5. To promote research into special problems such as the presence of fluorides in water and the treatment of industrial waste.

6. To investigate sewage disposal and excreta disposal methods in so far as they affect the development of water supplies.

7. To recommend to the Central Government the sanctioning of grants from Central funds for water and drainage works in the provinces.

(b) The Provincial Water and Drainage Boards.

The functions of a Provincial Board will be mainly those enumerated above for the Central Board in so far as they apply to the province concerned. While the former will be independent of the Central Board, it is to be expected that the general principles laid down by the Central Board in regard to the development of water and drainage schemes will be followed in the provinces, as far as local circumstances permit, and that there will, in consequence, be a reasonable measure of co-ordination of provincial effort in these fields.

The Provincial Boards will be responsible for the active promotion of a planned development of water and drainage projects in their respective areas. The Central Board will perform the same functions in the Centrally Administered Areas.

A note regarding the action taken in the Province of Madras to improve the administration of local bodies.

The action taken in the Province of Madras to control the administration of local bodies in order to increase their efficiency may be considered under two heads, namely, (1) the period before the Public Health Act was enacted in 1939 and (2) the subsequent period. For both periods the administrative and legislative measures taken towards the attainment of the purpose in view will be considered together in this note.

Before the enactment of the Madras Public Health Act.

During this period the legal measures taken relate to the three Local Self-government Acts, the Madras City Municipal Act, the Madras District Municipalities Act and the Madras Local Boards Act, which regulate the administration of local bodies in municipalities and in non-municipal areas. These Acts were passed in 1920 a short time before the Reforms brought into being by the Government of India Act of 1919, came into operation in 1921.

(a) *Provincialisation of Health Officers.*—During the official years 1921-22 and 1922-23 the Provincial Government introduced a scheme of district health organisation for the rural areas in five districts and in the subsequent year extended it practically all over the Province. A District Health Officer with a Health (or Sanitary) Inspector under him for each taluk was appointed to work under the President of the District Board and the whole expenditure was met from provincial revenues. At that time a few of the larger municipalities had Health officers who were appointed by the municipal councils concerned as members of their establishment. In 1924 the Municipal Health Officers were also provincialised by the Government of Madras.

Under the Local Self-government Acts the right of appointing health officers had been vested in the local body concerned but the fact that Government bore the whole expenditure in respect of the district health organisation and three-fourths of the cost for municipal health officers helped to prevent opposition for the time being from the local bodies to this assumption of power by Government. A few years later, however, one municipal council decided to exercise its legal right to appoint its health officer although this decision entailed the forfeiture of the usual grant given by Government. To meet this situation the Provincial Government acquired in 1933 the statutory power to appoint health officers employed by municipal and non-municipal local authorities through suitable amendments to the respective sections in the Madras District Municipalities Act and the Madras Local Boards Act.

(b) In exercise of the rule-making powers conferred on the Provincial Government by certain sections of the two Self-government Acts, Cholera Prevention and Control Rules were made for municipal and non-municipal areas by the Government of Madras in 1932. Under these rules the recommendations of Health Officer for additional staff and equipment during the prevalence of the disease or in the event of a threatened outbreak of it must be met by the local authority, any difference of opinion between the two being referred to the Director of Public Health for final decision.

(c) In regard to vaccination against smallpox all the three Acts provide that it shall be compulsory in rural and municipal areas "in respect of such persons and to such extent as may be prescribed". Taking advantage of this power and accepting that 'vaccination' includes revaccination, the Provincial

Government made, through the statutory rules which it framed, revaccination compulsory for all people living in rural and municipal areas at intervals of 10 years.

(d) Under the rule-making powers the Provincial Government prescribed from time to time the qualifications of the various classes of health staff that will be employed by local authorities.

(e) In order to improve the general administration of municipalities Government acquired power, in 1933, to appoint Commissioners by a suitable amendment of the District Municipalities Act. It was also provided that, when a Commissioner was appointed, he would replace the Chairman as the "Executive authority" of the municipality.

It must not be supposed that the appointment of Commissioners has so curtailed the powers of municipalities as to constitute a threat to local self-government. The Commissioner has only very limited powers as regards the incurring of expenditure without the sanction of the Municipal Council, but control over the municipal staff and routine administration have been transferred to him. The Chairman continues to convene the meetings of the Municipal Council and to preside over them. He is by virtue of his office a member of every Committee of the Council. Lastly it is obligatory on the Provincial Government to transfer the Commissioner if the Council passes, at a special meeting convened for the purpose, a resolution asking for such removal by a two-thirds majority vote.

It will be seen that, even before the Madras Public Health Act was passed the Provincial Government had taken action on fairly extensive lines to control local bodies in the fields of general and health administration.

Before the Public Health Act of 1939 the Director of Public Health had no statutory power to advise local authorities in respect of health matters while the health officers serving under Municipal Councils and District Boards had only advisory functions. The Public Health Act changed this position. The relevant sections are given in an appendix to this note. It will be seen from Section 6(1) that the powers of the Provincial Government for controlling local authorities are extensive and that Sub-section (2) of this Section enables the Government to transfer these powers to the Director of Public Health and the members of his staff. Under section 7 the Director of Public Health has the power to recommend for adoption by any local authority such measures as he may consider necessary for improving the public health administration in the local area or for safeguarding the public health therein and any difference of opinion that may arise owing to financial or other reasons will be referred to Government for final decision. Under section 13 the Director of Public Health has been given certain powers over the public health establishments maintained by local bodies.

Under Section 14 the health officer can exercise supervision and control over all the other members of the public health establishment of local bodies, although appointments, transfers and punishment are subject to the approval of the executive authority, which is in the case of a municipality the Commissioner and of a District Board, the President of the Board. In either case final decision rests with the Provincial Government.

Section 16 transfers the functions and the duties of the executive authority in respect of various provisions relating to health in a number of Acts to the health officer. Thus he is no longer merely an adviser. In matters such as prosecutions for the enforcement of law, he can act independently of the President of the District Board who is likely to be subject to local pressure.

Rules regarding notifiable infectious diseases which have been framed under the Madras Public Health Act and revised rules under the Municipal and Local Boards Acts in respect of cholera have strengthened the hands of the health officer for taking prompt and energetic action. The existing administrative and legal position has been succinctly stated by the Director of Public Health and his words are quoted below :—

“ The Madras Public Health Act confers powers on Government to appoint special Health Officers in the areas affected by or threatened with epidemics ; the Director of Public Health also possesses powers in connection with prevention and control of epidemics ; in addition to giving general directions to local bodies on the above subject, he may assign to any local area the public health personnel from other areas. Health Officers have powers under the Public Health Act to appoint additional staffs, concentrate in an area members of the staff from other places in their jurisdiction, purchase medicines and equipment, carry out disinfection measures, etc. The last of these powers is conferred on Health Inspectors also. When the Collector of the District notifies an area to be affected by or threatened with an epidemic of any of the notified diseases, of which cholera is one, the Health Officer gets additional powers, viz., control of movements of population and goods, disinfection, closure of markets, enforcement of inoculations and vaccinations and other kindred measures. It may also be stated in this connection that rules to supplement these measures have been framed in several instances by Government and these rules have the force of law.”

AN EXTRACT FROM THE MADRAS PUBLIC HEALTH ACT, 1939.
POWERS OF THE GOVERNMENT AND OF THE DIRECTOR OF PUBLIC
HEALTH.

6. *Powers of the Government and of the Director of Public Health and his staff.*—(1) The Government shall have power to inspect, control and superintend the operations of local authorities under this Act.

(2) The Government may from time to time, define the powers to be exercised, and the duties to be performed, by the Director of Public Health or any member of his staff for the purposes of sub-section (1).

(3) Nothing contained in sub-sections (1) and (2) shall be deemed to effect, or derogate from, any powers possessed by the Government or the District Collector under any other law for the time being in force.

6-A. *Power of Government to direct performance by district board of any function devolving on panchayats.*—(1) The Government may, by notification direct that in respect of any function to be performed by a local authority under this Act and specified in the notification, the district board and not the panchayat shall be the local authority in all or any areas in the district which are comprised within the jurisdiction of a panchayat.

(2) Where a direction is issued under sub-section (1) in respect of any function, the Government may, by general or special order —

(a) determine, or provide for the determination of, the expenses incurred by the district board in performing such function in the area or areas comprised within the jurisdiction of any panchayat or panchayats, and

(b) apportion, or provide for the apportionment of, such expenses between the district board and the panchayat or panchayats concerned.

7. *Powers of the Director of Public Health to advise local authorities.*—The Director of Public Health may, from time to time as occasion requires, recommend for adoption, by any local authority, such measures as may be necessary for improving the public health administration in the local area, or for safeguarding the public health there in ;

Provided that if on account of financial or other reasons, any local authority is unable to carry out such measures, or if there is any difference of opinion between the local authority and the Director, the matter shall be referred to the Government whose decision shall be final.

PUBLIC HEALTH ESTABLISHMENTS OF LOCAL AUTHORITIES.

8. *Public Health staff in local areas.*—(1) The public health establishment of every local authority (other than the Corporation of Madras) shall be on such scale as the Government may from time to time direct.

(2) The authorities who may make appointments to the public health establishments referred to in sub-section (1), the conditions of service of the members of such establishments, and the duties of such members shall, notwithstanding anything contained in the Madras District Municipalities Act, 1920, or the Madras Local Boards Act, 1920 be governed by regulations not inconsistent with this Act, made by the Government. Such regulations may lay down the extent to which the Director of Public Health shall have disciplinary control over the members of such public health establishments. (*Madras Act V of 1920. Madras Act XIV of 1920.*)

9. *Appointment of the Health Officer.*—(1) A local authority shall if so required by the Government include the post of a Health Officer in the establishment schedule.

(2) Notwithstanding anything contained in the Madras District Municipalities Act, 1920, or the Madras Local Boards Act, 1920, the Government—(*Madras Act V of 1920. Madras Act XIV of 1920.*)

(a) shall appoint the Health Officers of all the local authorities (other than the Corporation of Madras) in respect whereof a direction is issued under sub-section (1), and

(b) may recover from each such local authority, the whole or such proportion of the salary and allowances paid to the Health Officer, and such contribution towards his leave allowances, pension and provident fund as the Government may, by general or special order, determine.

10. *Appointment of temporary Health Officers in emergencies.*—(1) In the event of the prevalence or threatened outbreak of any infectious disease in any local area, or of any unusual mortality therein, the Government may, by order, appoint temporarily for such period as may be specified therein, one or more Additional Health officers, for the treatment of such infectious disease and preventing it from spreading, or for investigating the cause of and preventing, such mortality, as the case may be.

(2) For the purpose of sub-section (1) the Government may, appoint any medical practitioner registered under the Madras Medical Registration Act, 1914, either on an honorary basis or on such salary or allowances or both, as the Government may fix. The salary and allowances shall be payable from the funds of the local authority. (*Madras Act IV of 1920.*)

11. *Delegation of powers of Health Officer.*—The Government may, by general or special order, authorise any officer of the Government or of a local

authority, to exercise such of the powers of a Health Officer under this Act in such area, and subject to such restrictions, limitations and conditions and to such control and revision, as may be specified in such order.

12. *Appointment of persons to carry out the provisions of this Act.*—

(1) Notwithstanding anything contained in this Act or in any other Act or Acts governing the local authority or authorities concerned, the Government may, by general or special order, appoint any person or persons to carry out such provisions of this Act, and in such areas as may be specified in the order.

(2) The expenses incurred by such person or persons in doing so shall be met from the funds of the local authority or authorities concerned, either wholly or in part, and, where more than one local authority is concerned, in such proportions, as may be determined by the Government.

13. *Powers of Director of Public Health over public health staff of local authorities.*—(1) Subject to such rules as may be prescribed, including rules for consultation with the executive authorities concerned, the Director of Public Health shall have power :—

(a) to transfer any member of the public health establishment of a local authority to the public health establishment of another local authority; and

(b) in times of emergency, to assign one or more members of the public health establishment of one local authority for temporary duty in the area of another local authority.

(2) Nothing contained in clause (a) of sub-section (1) shall apply to the Corporation of Madras.

(3) In the case referred to in clause (b) of sub-section (1) the local authority within whose jurisdiction the member or members of the public health establishment of another local authority are working, shall pay for the period of such temporary duty, the salary and allowances of such member or members and such contribution towards their leave allowances, pension and provident fund as the Government may, by general or special order, determine.

14. *Health Officer's control over public health staff.*—(1) The Health Officer in charge of any local area shall exercise supervision and control over all other members of the public health establishment in such area.

(2) (a) Save as otherwise provided in this Chapter or in any rules or regulations made under it, all appointments, transfers and punishments of the members of the public health establishment under the supervision and control of the Health Officer shall be made by the Health Officer, subject to the approval of the executive authority.

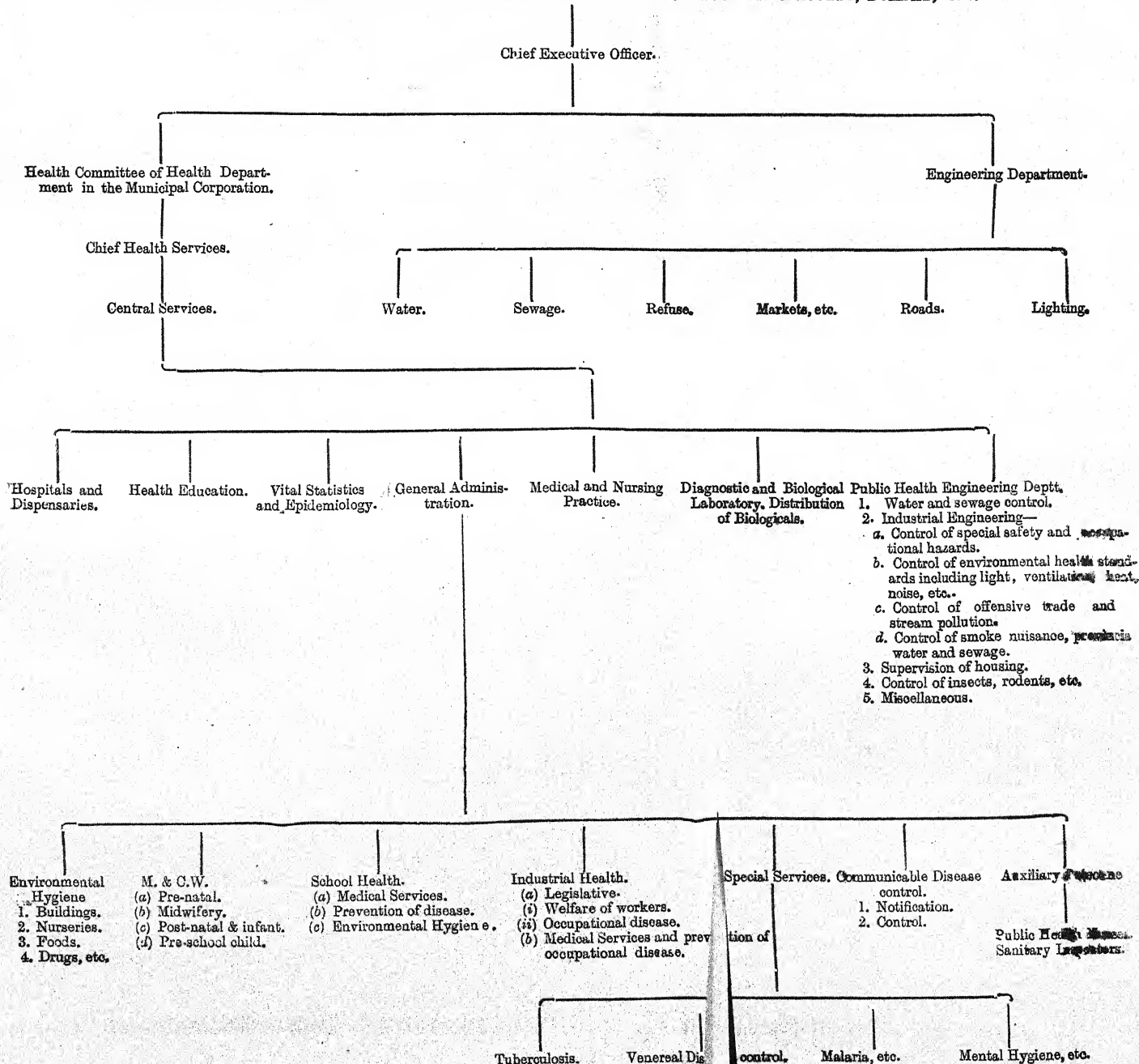
(b) If for any reason the executive authority disagrees with the orders of the Health Officer under clause (a), the executive authority shall refer the matter to the Government whose decision shall be final.

15. *Local authority to provide adequate facilities to the Health Officer.*—Every local authority shall provide its Health Officer with such clerical assistance, office accommodation, furniture, equipment, stationery, and forms as may in the opinion of the Director of Public Health be necessary for the proper conduct of the business of such Health Officer.

16. *Authorisation of Health Officer to perform the functions of the executive authority in public health matters.*—Notwithstanding anything contained in the Madras City Municipal Act, 1919, the Madras District Municipalities Act, 1920, the Madras Local Boards Act, 1920, the Madras Prevention of Adulteration Act, 1918, and the Places of Public Resort Act, 1888, the Health Officer of a local authority shall perform such of the functions, and discharge such of the duties, of its executive authority in regard to public health matters under any of the provisions applicable to such local authority contained in the Acts aforesaid, subject to such appeal and control as the Government may, by general or special order, determine. (*Madras Act IV of 1919. Madras Act V of 1920. Madras Act XIV of 1920. Madras Act III of 1918. Madras Act II of 1888.*)

APPENDIX 27

MODERN HEALTH ADMINISTRATION FOR A MUNICIPAL CORPORATION SUCH AS CALCUTTA, BOMBAY, ETC.



APPENDIX 28.

Memorandum on the training of "The Basic Doctor" and some problems relating to medical education.

PART I.

I.—EDUCATIONAL PRINCIPLES.

The aim of medical education is to produce a body of medical men, capable of maximum service to the community. In most communities the doctor has been looked upon as an educated man whose opinion on problems other than those of medical interest carry a certain weight. The members of the medical profession, more than those of any other learned profession, come into contact with all types and grades of persons, from the most cultured to the unlettered and from those occupying the highest position in life to the commoner who with difficulty earns his daily wages. If he is to maintain that position which he has held in the past, it is essential that the medical man should have a high standard of general education and a broad outlook, professionally and otherwise, beyond the limitations of an examination syllabus, however well planned that may be.

The medical course, whatever its duration, will not permit of a student being taught more than a certain amount. This is particularly true in the clinical years during which it is impossible to attempt to provide the student with anything like the knowledge which he will require in his future professional career. Organised post-graduate education is therefore essential. The main emphasis in under-graduate teaching must be on the inculcation of principles and methods to enable the student to learn for himself and think, observe and draw correct inferences. It serves no useful purpose to impart to him a large number of facts most of which may become out of date. Provided a student is taught correct methods, he will continue to learn for the rest of his life, but if methods have been inadequately or incorrectly presented to him, his education is apt to cease on qualification.

There is another fundamental consideration which has not in the past been given due prominence. From the first, medical education must be carried out against a background of original investigation and research. Throughout his career the student must be made to realise that science and medicine are always progressing and that it is the duty of every medical man to try and make his contribution of original observations and new ideas.

Undergraduate medical education has in the past been concerned perhaps too much with the curative aspect of medicine. Preventive medicine must now come to the forefront and the duty of the medical profession should be largely to prevent rather than to cure disease. The promotion of health, the prevention of illness and the treatment of disease should all be dealt with in the curriculum, but greater emphasis must be placed on the first of these than has been the case in the past.

II.—SUB-DIVISIONS OF MEDICAL EDUCATION.

These may be classified under the following progressive stages :

- (a) General education—at school or University.
- (b) Preliminary scientific education.
- (c) Pre-clinical scientific education.
- (d) Clinical education.
- (e) Medical Examinations.
- (f) Internship as House Surgeon or Physician.

(a) & (b) General Education and Preliminary Scientific Education.

The standard of general education required at present for entrance to a college of medicine in Indian Universities is the Inter-science, an examination conducted either by Universities or in some provinces by special Boards. The Inter-science qualification, if taken in Physics, Chemistry and Natural science—the medical group—enables the candidate to proceed immediately to the study of the medical subjects of the curriculum. In a few Universities, candidates pass the Inter-science with at least Physics and Chemistry as optional subjects and then undergo further training in Physics, Chemistry and Natural science for a period ranging from 6 months to 9 months (or one academic year).

It is a debatable question (a) whether the whole of the teaching of these fundamental sciences should be entrusted to Intermediate Colleges or (b) whether this instruction should also be given in Medical Colleges.

There are certain considerations which arise in this connection. These are :—

(1) Laboratory facilities at Intermediate Colleges in most Universities vary widely and the equipment of very few approaches the standards maintained in Medical Colleges.

(2) In many Universities a practical test is not held.

(3) The teaching of the subjects for the medical course should have a definite medical trend. This is difficult to ensure in Intermediate Colleges where future medical students are in a minority and the teachers are not in direct touch with medical needs. In Medical Colleges, the whole teaching is, or should be, directed to the medical students' requirements.

(4) The existence of these departments in a medical college and the close association of the professors with the pre-clinical and clinical professors are advantages from the point of view both of teaching and of research.

Three alternatives would therefore seem possible :

1. To allow students who pass the Inter-science in the medical group to join the medical course proper.

2. To let Inter-science candidates take a special course in the Preliminary sciences, ranging from 6 to 9 months, and then join the medical course proper.

3. To let these subjects be taught with the necessary vocational bias together with the pre-clinical sciences, *i.e.*, (1) Applied Physics with Physiology (2) Biology with Anatomy and Physiology. (3) Organic and Physical Chemistry with Biochemistry.

Good arguments for and against these alternatives may be advanced.

Summary of Recommendations on Pre-medical Education.

(a) That the general education to be required from medical students should be improved ;

(b) That it is desirable that two years should be spent after the matriculation during which period the student should be taught the subjects of Physics, Chemistry (inorganic and organic) and Biology, besides English and the Elements of Statistics ;

(c) That the training should be such as to bring out the vocational bias as it relates to medical science ;

(d) That there should be an examination which includes a practical test ; the course and the test should be planned by a joint Committee of the Faculties of Science and Medicine ;

(e) That such training should be given by experienced senior teachers who have had opportunities of studying the requirements of the medical curriculum ;

(f) That with this end in view, detailed syllabi should be prepared in the different subjects, and

(g) If these requirements cannot be complied with, the student should after passing the Inter-science be given a special course of instruction for a period of six months, at the end of which he should be examined in these subjects by a written and a practical test.

(c) Pre-clinical Scientific Education.

The subjects of study at this period are :—

- (1) Anatomy including Embryology.
- (2) Physiology including Experimental Physiology and Bio-chemistry.
- (3) Pharmacology.
- (4) Elementary courses in Psychology and some of the clinical laboratory sciences.

(5) General Pathology and Micro-Biology.

These courses cover a period of two academic years (or six terms at present).

There has been some criticism in regard to the training given to medical students in these subjects. The main points objected to are :—

(1) Too much detail is taught and is expected from the student, so that he becomes lost in a forest of detail and does not achieve a sound knowledge of fundamentals.

(2) The practical application of these subjects to his later studies is not brought home to the student.

(3) The transition from pre-clinical to clinical studies is too abrupt.

(4) The student in his clinical period of training does not have Applied Anatomy and Applied Physiology taught by his pre-clinical professors.

Anatomy.—The facts which medical students are required to remember should be reduced to a minimum. Anatomy, it has been stated, should be taught from the point of view of evolution and in relation to function, so as to give the student a concept of the structure of the body as a whole. Every student should dissect the whole body once but, having seen all the necessary details of structure, he should not be expected to memorise more than is necessary. Anatomical detail which is required for special surgical purposes should be stressed later during the clinical period, and memorised in conjunction with its practical surgical application. The department of Anatomy should be organised in the closest association with the teaching hospital and should be readily accessible to clinical students for reference concerning anatomical problems arising in their work.

Supply of bodies for dissection.—There is considerable apprehension among teachers of Anatomy regarding a possible insufficiency in the supply of bodies for the teaching of Anatomy and Operative Surgery. This is a matter which requires careful consideration by the authorities concerned.

Physiology.—This should take up the greater part of the time of the student in the Pre-clinical period. It would be well if Bio-chemistry were taught as one continuous subject by a chemist with a medical qualification who understands the relationship between Chemistry, Physiology and medicine and also if Bio-physics and Applied physics were taught with particular reference to the study of Physiology.

Histology is taught in some colleges in the department of Anatomy and in others in the department of Physiology. This is a matter best left to the decision of the Universities concerned.

Pharmacology.—This subject may be divided into two parts : one part to be taught in conjunction with Physiology and the other in conjunction with clinical medicine. The first part includes those drugs with a known and demonstrable physiological action on experimental animals. The second part comprises those drugs which have an action which is only understood by observing their effect on patients or which are used as chemotherapeutic agents in the treatment of disease.

In some colleges, Pharmacology is taught in the second year of the medical course, while in others it is taught in the third year after the candidate has passed in Physiology. If the subject can be taught in two stages, the first part should be included with Experimental Physiology, and the second part, Applied Pharmacology, with Therapeutics in the clinical period. The physician should work in close relation with the pharmacologist.

Psychology.—An elementary course is to be given in this subject so that the student's attention may be directed to the importance of the mind as well as the body. At a later stage this knowledge will be applied, in Psychiatry, to mental disorders. Coordination is required between Psychology, Psychiatry and Clinical Medicine.

Methods of clinical examination.—It is laid down in the existing regulation that elementary methods of clinical examination, including the interpretation of physical signs, the use of the stethoscope and ophthalmoscope, and introduction to general Pathology and Bacteriology should be taught in the pre-clinical period. It has hitherto not been possible in most Universities to arrange for this teaching up to the required standard.

Number of students.—Opinion varies considerably as to the optimum number of students at an institution. Some would have it at 60 while others hold that it should ordinarily not exceed 80 and only in exceptional instances reach 100 students per annum. It is the number of students that should determine the size of a teaching hospital and not *vice versa*. Additional beds required for the population should be arranged for in non-teaching hospitals.

The possibility of some students sitting for the B. Sc. in Physiology or Anatomy and thus gaining a fundamental degree in these subjects should not be lost sight of.

Number of teachers required.—Modern educational methods demand a high ratio of teachers to students. It may be stated that the proportion of teachers to teach in the subjects of Anatomy and Physiology should not be less than 1 to 10, and of these teachers at least half should be full-time members of the regular staff—*i.e.*, not including demonstrators.

Besides these permanent teachers there should be part-time teachers, two for each of the departments of Anatomy and Physiology. These part-time teachers should be junior specialists attached to the surgical and medical units of the teaching hospital and they should give part of their time to teaching Anatomy and Physiology in their relation to the clinical subjects. There should be also a part-time radiologist attached, preferably with a diagnostic outfit at his disposal in the College.

The practice of employing, as part-time teachers in the pre-clinical subjects, men who at the same time hold part-time appointments of the 'Junior Specialist' or the 'Registrar' status in the hospital, has much to recommend it. Both clinical and pre-clinical work benefit from the liaison, and teachers themselves keep in touch with recent developments in the basic sciences. Such appointments, to be of maximum value, must give the holders reasonable opportunities for individual work, and should not be taken merely as a means of retaining a connection with the hospital or department. Appointments of this type should as a rule be held for a maximum period of three years.

Hospital visits during pre-clinical training.—Students undergoing training in Anatomy and Physiology should be required to visit the wards of a teaching hospital in small groups about once a fortnight during the second year. At these visits the part-time clinical teachers should demonstrate cases suitable for impressing the student with the value of a sound knowledge of Anatomy and Physiology and so stimulate his interest in those subjects. They should be shown cases of inflammation, fractures, hernia and similar conditions on the surgical side, while on the medical side cases of Jaundice, Anaemia, Arrhythmias of the heart, Hyperthyroidism, etc., will impress the student with the importance of Physiology. The examination of typical pathological fluids could also be done in order to stimulate the student's interest at an early stage in laboratory investigations.

Length of course.—At present the course extends over two academic years or six terms. Intermediate holidays badly interrupt proper teaching and the sustained interest that the student should take in his work. It should be possible to limit holidays, as is done during the clinical period of training.

Staff.—It is important that, if properly qualified members are to be recruited, the staff should be well paid and that there should be cadres established in the pre-clinical subjects. Demonstrators and clinicians may be part-time and may work their way up to become clinical specialists, but the senior members should devote their whole-time to teaching and research and should be adequately paid.

The importance of trained technicians in the departments engaged in pre-clinical education cannot be over emphasised.

Summary of recommendations on Pre-clinical subjects.

That the teaching of Anatomy requires revision in most Colleges and that the number of didactic lectures should be curtailed radically while the number of lecture demonstrations should be increased and preferably given to smaller classes ;

That dissection should cover the whole human body and should be under better supervision and guidance ;

That a considerable increase in the number of teachers is required if the subject is to be taught properly and within a shorter period than at present ;

That the number of permanent senior staff, Professors, Additional Professors, Assistant Professors or Senior Demonstrators should be 1 : 30 or 40, while the Junior Demonstrators should be 1 : 10 students in the Department ;

That a proportion of the Demonstrators should also be part-time clinical assistants in the hospital but these Demonstrators should work under the direction of the head of the Anatomy Department ;

That alternatively, if possible, a full-time teacher may be appointed as an Associate or Assistant Professor who will be a teacher of Anatomy with clinical duties in the hospital ;

That it is desirable to have cadres established for the pre-clinical subjects which will provide life careers for those electing ;

That the teachers and part-time teachers should be adequately paid and that full-time Professors of Anatomy should be paid on much the same scale as the full-time Professors in Clinical subjects ;

That there should be close cooperation and collaboration between the teachers of the various pre-clinical subjects, and between the teachers of pre-clinical and clinical subjects and preventive medicine ;

That it is necessary that opportunities should be available for students in the pre-clinical subjects and preventive medicine to be shown cases in the wards, and that demonstrations should be given to impress the student with the value that knowledge of these subjects will have for him later in his career.

That, with a view to make the student realise the importance of evolution, a study of comparative anatomy is desirable ;

That radiological demonstrations should be given to the student and that a diagnostic set should be fitted in the department ;

That if the fundamental improvements suggested above are carried out, namely, increased facilities and increased number of teachers, etc., it should be possible to teach Anatomy in 600 to 700 hours which should include the teaching of embryology ;

That in general the principles stated above regarding the teaching of Anatomy apply also to the teaching of Physiology ;

That the teachers in Physiology may be pure physiologist or physiologists with medical qualifications, but the principal qualification should be in Physiology with research experience in that speciality ;

That in Physiology, as in Anatomy, it is desirable to associate with the staff clinicians of at least the status of a Registrar, and these should be full-time teachers ;

That the subject of Histology may be taught in either the Department of Physiology or that of Anatomy, but the importance of the functional aspect should be stressed in teaching this subject ;

That Biochemistry may be taught in the Department of Physiology or may be established as a separate Department but the teaching of the subject to undergraduates should be undertaken in close cooperation with the Professor of Physiology ;

That applied Physiology should be taught in the clinical course either by a Professor of Physiology or by a Clinical Professor with special training in that subject ;

That the total number of hours devoted to the study of Physiology shall be 600 to 700 as in Anatomy, with 100 to 150 hours devoted to Biochemistry ;

That the Department of Physiology should be organised on a wider basis than merely the teaching of undergraduates, so that research and post-graduate teaching can form a fundamental part of the work of the Department.

That it is desirable that special facilities should be made available for a medical student to qualify for a Degree in the pre-clinical subjects of Anatomy or Physiology ;

That a course of lectures in elementary Psychology and an introductory course of lectures in Pharmacology should be given towards the later half of pre-clinical training.

Clinical Education.

Length of Course.—This can best be decided by considering the length of time required to be devoted by the student to study and attendance at the different clinics. The facilities necessary for proper clinical training will be referred to in greater detail in a later chapter, but emphasis may at this stage be laid upon certain aspects of education which are not conducive to efficient training :

(i) Too many didactic lectures are being given in colleges, with little benefit to the student.

(ii) There is imperfect correlation in the teaching of Pathology, Bacteriology, Hygiene, Medicine and Surgery.

(iii) There is often repetition of the same theme, with possible divergences in methods of teaching and consequent waste of time and energy.

(iv) Clinical teaching is not considered as the prime duty of the staff in a teaching hospital, with the result that clinical teachers are overworked and have often neither the time nor the energy to devote even the necessary two hours a day to supervision of the students entrusted to their charge.

(v) The number of students posted under each clinical teacher is too large for effective personal attention and guidance.

(vi) The junior staff are not given the opportunities that they should have, to participate in clinical instruction ; nor are they always selected with this object in view.

(vii) In some medical colleges students are still required to spend an undue proportion of time in watching major operations. For most students this time could be spent more profitably in acquiring, under supervision, practical experience in those surgical procedures that are likely to fall to the lot of the general practitioner.

(viii) There is little or no coordination, and less planning, in clinical instruction, among the different clinical teachers of a department (medicine, surgery or obstetrics and gynaecology), so that the student who passed from one clinical teacher to another, not infrequently is treated to a repetition of the same theme, with little variation.

(ix) The proper selection of cases suitable for under-graduate teaching and the availability of such cases at the proper time, are matters that are hardly ever taken cognisance of in admitting cases to a teaching hospital. Cases of primary importance for the general practitioner are usually not available, and not infrequently the wards are filled with rare and complicated cases, the study of which, interesting as it doubtless is to the specialist, is not suited to the under-graduate.

(x) Teaching in the out-patient department in many institutions is entirely wanting, while overcrowded, insanitary, noisy and bustling surroundings such as at present exist, can never afford the atmosphere for proper clinical teaching.

(xi) The students have now to go from hospital to hospital to attend the specialities, with the result that much precious time is lost, and energy wasted. The specialities themselves are often taught without the fundamental background of medicine and surgery.

Transition from Pre-clinical to clinical studies.—In considering pre-clinical studies it was stated that the transition will be facilitated—

(a) By the students in Anatomy and Physiology being taught some portions of the subjects by part-time clinical teachers and conducted in batches through the wards of a teaching hospital.

(b) By an introductory course of lecture demonstrations in Elementary Pathology, Bacteriology, etc.

(c) By a special course of preliminary instruction given at the beginning of the clinical course.

We will now consider the nature and periods of instruction required for the different subjects of the clinical curriculum. No student should enter on these courses before he has qualified in the Pre-clinical subjects of study.

Medicine.—The course of instruction in Medicine may consist of:—

A. (i) Three months' preliminary instruction which will be common to Medicine and Surgery.

(ii) Six months' in-patient clerking.

(iii) Three months' out-patient clerking, and

(iv) Lecture demonstrations.

B. Courses of instruction in the other subjects of the clinical course which should be spread over a period of three academic years.

A. (i) *Preliminary instruction.*—This course should essentially be one in Applied Anatomy and Physiology combined with detailed instruction as to how to conduct the routine examination of a patient and to record the findings. There should be no distinction between 'medical' cases and 'surgical' cases, though one or other of these may be selected with advantage for illustrating specific symptoms and signs of disease. The course should be conducted jointly by the Heads of the Departments of Medicine, Surgery and Pathology.

At each session the whole group meets to discuss the principles and receive instruction, and is then divided into small groups of not more than 10 students, preferably less, who examine illustrative patients under the guidance of a junior member of the staff or a demonstrator. The organisation necessary to conduct such a course is considerable and necessitates a filing system in which patients suitable and accessible are recorded, as well as a knowledge of the material available in the hospital. The full educative value of such courses will not be utilized if there be not a sufficient number of suitable cases in the hospital. This can be remedied if the Heads of the Departments can call on the Assistants and Registrars of all wards to cooperate.

After the first six or eight weeks of the course each student should be allotted a few patients in the wards for full examination and recording, the patients being both 'surgical' and 'medical'. Stress should be placed at this stage on the accuracy of observation and of recording, and on the part played by laboratory and instrumental methods in obtaining accuracy and in amplifying the clinical examination.

A. (ii) *In-patient clerking.*—The six months allotted to in-patient clerking in medical wards should be divided into two periods of three months each.

(a) The first period of three months should be taken as soon as convenient after the preliminary instruction period. The student, should during this period, examine and record fully as many cases of different types of ill-health

and disease as can be under supervision, and follow their progress. He should not be required to examine and record more cases than he can investigate thoroughly. There must be no hurried work and what he does must be checked and supervised. He should accompany the physician on ward rounds and report the cases allotted to him. It is helpful if, during this period, he attends the out-patient along with the unit on days when the unit is responsible for admissions, so that he can see the new cases that are to be admitted and follow up the cases which may attend the out-patient of the unit concerned after discharge.

(b) The second period of in-patient clerking should be taken during the final year under the care of the professor and his associates or assistants. The cases should be selected largely for their value for teaching purposes or research. The number of students under each clinical lecturer should not exceed ten and the lecturer should be responsible for the examination and recording of all new cases and should conduct the teaching. He will, however, hand the group over to any member of the teaching staff who is specially interested in the system under discussion, such as the neurologist or the endocrinologist. It is very necessary to see that one of the students should present the case to his fellows in the group.

A. (iii) *Outpatient clerking*.—It has already been stated that when a student is clerking in the wards he should attend if possible the out-patient sessions to which the patients from his ward return for follow-up or continuation of treatment.

In addition to this he should spend 3 months in the general medical out-patient department. He should not, however, take any part in a crowded out-patient department where the physician is forced to do hurried and incomplete examinations. Such an example is bad for the student and encourages him to take shortcuts and resort to clever guessing. Every new case should have a complete history and physical examination and be fully recorded, and the student should be asked to take only such new cases as he can investigate thoroughly. He should then present the case briefly to the physician, who checks the findings and decides on disposal and treatment.

To enable the out-patient departments of most general hospitals to be used efficiently for teaching very drastic and far-reaching improvements are required. Hurried work, which is so bad an example to the beginner, is to be avoided.

A. (iv) *Lectures in medicine*.—At present students are given set lectures in the class room which are attended by them mostly for the sake of registering attendance. Too many theoretical lectures are given and not infrequently the time spent at these lectures could have been better spent at the bed-side in the wards.

In the Continental and American systems the University occupies a dominant position, the various departments being under the charge of a University Professor with a skilled full-time staff working under him. The professor instructs all the students in a particular subject and gives large-scale demonstrations at daily clinical lectures, accompanied by diagrams, specimens, etc. In Germany such departments under the control of professors are known as 'Kliniks'. Attached to each of these are lecture rooms, laboratories, rooms for students, etc.

It would appear that the best results are secured by combining the two systems, the Continental and American system of clinical lecture-demonstrations to large classes with the bed-side clinics and clinical clerking so much in vogue. The lectures in subjects like Medicine and Surgery should be given with a view to explaining certain fundamentals of each group of diseases and to giving a connected view of applied Anatomy, applied Physiology and Pathology and chief methods of clinical investigation and diagnosis together with methods of treatment of disease of the different systems. The student should then be in a position to study for himself the details in a suitable textbook. No Professor of Medicine or Surgery can deal with every known disease, or even the majority of such diseases, and it is futile to give a theoretical discourse on many of the diseases which are not commonly met with. The majority of the lectures should be illustrated with clinical cases; pathological specimens, radiological films, charts, etc., and these lectures should be carefully planned and prepared.

Surgery.—The teaching in Surgery should be planned on the same lines as that of Medicine. After the three months preliminary training, students should spend 6 months in clerking and 3 months in the out-patient department.

Obstetrics and Gynaecology.—The Obstetrics department should form a wing of the main teaching hospital, or a separate hospital for women and children may be built in the same campus and used for teaching purposes. It must detract from the value of the teaching and be a great waste of time if the student has to spend much time in travelling between hospitals. For the student's sake it is essential to have, in the main centre or very close to it, a department of obstetrics sufficiently large for the teaching of students. A bed strength of 100 for obstetrics and 50 for gynaecology may suffice for an annual intake of 70 students or thereabouts.

The period of clinical work should be not less than six months, three months of which should be spent in the final year and at least one month of this period should be spent in residence. The Indian Medical Council, like the General Medical Council, insists on each student personally conducting 20 cases of labour and this procedure has led to incorrect certification in both countries. According to this rigid standard, a student may conduct 20 cases of normal labour either in hospitals or in domiciliary practice, and not have witnessed a single case of abnormal labour.

It is more valuable for the student to spend his time in a hospital where he can only get 10 or 15 cases and yet see a large number of abnormalities than to conduct 20 deliveries in a district or maternity home and see no abnormal deliveries. Domiciliary practice is invaluable as this gives the student an insight into social medicine, but it is neither necessary nor profitable for him to spend a disproportionate period of time in attendance on cases in the district.

Attendance at an antenatal and postnatal out-patient clinic, clerking in ante-natal wards, attendance at Gynaecological out-patient clinic and wards and the follow up of the neonatal cases are of importance. The time devoted to obstetrics and gynaecology should be in the proportion 2:1.

There is a point of view frequently expressed that midwives and medical students should not be trained in the same hospital. There is naturally constant friction between the two as to who should take the case, but if a proper system of domiciliary conduct of cases be introduced for midwives to whom it is essential, and if a planned programme of case taking be arranged, there should be no room for complaint.

General practitioners who practice midwifery should have had post-graduate hospital experience. The average general practitioner does not want to do obstetrics, and if some form of group practice, as is envisaged, is evolved, it is likely that one man would do the whole of the obstetrical work of the group. Such a person should have obtained adequate post-graduate experience in obstetrics. The need for conducting 20 cases before graduation will probably be less in the future than hitherto, while more post-graduate work in obstetrics will be called for.

Pathology.—Pathology should be taught through all the years of the clinical period. This does not necessarily mean any increase in the time devoted to pathological teaching, but that it should be spaced so as to overlap with clinical instruction and not be relegated to a short period of intensive study.

There are two solutions to the question as to when an introductory course in Pathology should be given. i. That instruction in general Pathology and Bacteriology should be given before students enter the wards. ii. That instruction should begin co-incidentally with clinical studies.

It would appear that if students, during their pre-clinical studies, are familiarised with certain aspects of Pathology through conducted tours in the wards, the introductory course in Pathology would more profitably and suitably be given during the three months preliminary training at the commencement of clinical studies.

Included in the department, or associated with it, should be the four branches of Pathology *viz.*, Bacteriology, Clinical Pathology, Morbid Histology and Chemical Pathology. The primary function of a pathological department in a medical college is the acquisition and dissemination of knowledge. The Pathology department being the key department in undergraduate and post-graduate teaching and in research, the professors or senior members should not be saddled with a great deal of routine duties and administrative work. Their work should be limited to that connected with research, while all routine work connected with other hospitals in the city or province should be done by a separate staff, who will, however, have the benefit of consulting the professors of the department.

Correlation of the teaching of Medicine by pathologists and physicians.—This presents difficulties and is not practicable over the whole fields of Medicine and Surgery, but in certain selected cases such a combined method of teaching would be of value. In public health there is scope for a wider collaboration in the teaching in Bacteriology and Immunology. In some important groups of diseases the system of combined lectures by the staff in Medicine, Pathology, Bacteriology and Preventive Medicine would be of great benefit, as a complete picture would be presented and unnecessary repetition avoided.

Clinical Pathology.—Clinical Pathology is a development of what used to be called 'test room work'. There should be for each medical unit a ward laboratory attached, while in the surgical units two units may share a laboratory room. These should be located in close proximity to the wards concerned so as to facilitate the work of the students. Besides these ward laboratories there should be a central clinical laboratory for the whole hospital in charge of the professor or a senior assistant where pathological, bacteriological and bio-chemical investigations will be carried out. This central laboratory, and the ward laboratories, should be under the supervision of the professor who should be responsible for running them efficiently.

There are two aspects of clinical pathology *viz.*, (1)—the teaching of the existence of tests as applied to the sick patients and all that such tests imply, and (2) the actual technique of the tests. The students should be taught to perform the simpler types of laboratory tests which they will have to carry out as general practitioners, but the actual technique of the more complicated or rarer tests need not be emphasised unless the students are intending to specialise later.

Examination.—Opinion is divided as to whether Pathology should come into the final examination, but the general trend of opinion is that it should be as near to the end of the student's course as possible. The view is held that, while Pathology should be allowed to play a large part in the training and qualification of students, it should remain with experienced clinicians to say whether a man is suitable to practice. If scientists, such as pathologists, come into the final examination it would magnify the importance of their subject. It has therefore been suggested that the examination in pathology proper should be held 6 months to one academic year before the final test. It is not suggested that the final examination will not include questions in Pathology or the examination of pathological specimens or slides, but such examinations should be in the hands of clinicians.

Post-Mortems.—This most valuable method of teaching Pathology requires greater attention in most colleges. Difficulties are no doubt increasing, but with effort and zeal more advantage should be taken of the opportunities to ascertain the pathological conditions which actually were the causes of death, and students afforded all facilities to attend at convenient hours. The post-mortem room should be so constructed that it will have all the advantages of a clinical lecture theatre and a side room laboratory should be available for demonstration of details.

Public Health.—This subject is of fundamental importance, for the future of medicine lies in the prevention of diseases and not only in their cure. Although it is laid down by the medical council that "Throughout the whole period of study the attention of the student should be directed by his teachers (a) to the importance of the measures by which normal health may be assessed and maintained, and (b) to the principles and practice of the prevention of Disease", little has been achieved in this respect. Few colleges here or elsewhere have a planned method of approach to tackle the problem. The importance of social medicine is even now but imperfectly realised. The follow up of cases is defective, the enquiry into environment hygiene is perfunctory and the follow up in the home to study conditions there with a view to arriving at more satisfactory conclusions in regard to the influence of home conditions on the causation or the prevention of diseases is hardly ever attempted. Too much theoretical presentation of the subject is attempted and too

little regard paid to the practical and applied aspects of preventive medicine.

The extensive administrative duties connected with public health will devolve on those with post-graduate qualifications in the subject. The general practitioner, however, has to deal with individual and family hygiene and home surroundings and the student should therefore be given opportunities during his clinical studies to familiarise himself with such conditions. It would be well if he could for some period be attached to a Health Centre and avail himself of the opportunities to study home conditions.

This subject must be taught in its scientific aspects together with Pathology in the third and probably in the fourth year, while the applied aspect will be taught throughout the clinical years, more particularly in the fourth and final years. Teachers of Hygiene should be members of the Public Health Department who are actively engaged in Public Health work or who were till recently so engaged. If officials in the Public Health Department are seconded to a teaching post, they should be so seconded for a maximum period not exceeding five years.

SPECIAL DEPARTMENTS.

The student is at present required to attend the special departments of--

1. Ophthalmology.
2. Oto-Rhino-Laryngology.
3. Dermatology.
4. Venereology.
5. Psychiatry.
6. Infectious diseases.
7. Tuberculosis.
8. Orthopaedics.
9. Anaesthetics.
10. Radiology.
11. Vaccination.
12. Pediatrics.

The multiplicity of the specialities has led to a grave problem in undergraduate medical education. In many colleges these departments are located in special hospitals far away from the teaching centre and students have thus to expend much time and energy in journeys between hospitals.

Specialisation has certain advantages. It provides for more exact diagnosis of difficult cases and is better for treatment. In an undergraduate school a reasonable compromise between too little specialisation and too much is always required.

It is essential however that special departments should be developed within the main teaching centre. This will allow the student to see a large variety of cases and it should be a principle that members of the staff should be allowed to teach on cases not under their immediate care. Each medical school hospital should therefore have as many of these departments as possible, with a number of beds for all the specialities together equal to the number for general medicine and surgery. These beds will make it possible for groups of cases to be seen by the students in a relatively short time.

There has been a tendency of recent years for many physicians and surgeons to take up new branches of medicine and surgery and practice them exclusively. Neurology, Cardiology, Diabetes, Diseases of the chest, Urogenital surgery, Thoracic surgery, Neuro-surgery, Orthopaedic surgery, Fractures and Traumatic surgery are outstanding examples. This practice is tending to the formation of new special departments and has created a major problem in undergraduate medical education.

When a man of unusual ability and originality appears, another member of the staff with similar interest should be encouraged to work with him and the necessary departments should be provided for them. The departments should be adapted to the men rather than the men to an existing department.

This insistence that special departments should be located in the main teaching centre does not imply that special hospitals are not required. On the other hand, the existence of such special hospitals is desirable from the point of view of the speciality concerned as well as for purposes of post-graduate teaching. The opportunity afforded for a number of specialists to meet and exchange views in a special hospital is of great advantage. If such special hospitals are located in the same compound or in very close proximity to the main teaching hospital they would serve the three-fold purpose of affording facilities for—

- (a) Under-graduate teaching,
- (b) Post-graduate teaching, and
- (c) Opportunities for contact and consultation with the regular medical and surgical staff and other specialists.

A question of some importance is the place that these specialities shall hold in the examination of the undergraduate. Some of the specialities are now given prominence with a separate paper and viva-voce devoted to the speciality. Some share that honour with one or more specialities, or find a place in the papers on medicine and surgery. In other cases it is open to the examiners to include a question on the speciality in the papers or clinicals in Medicine, or Surgery. The chief aim of the final test of the undergraduate should be to ascertain if he has a comprehensive view of the main subjects of Medicine, Surgery and Obstetrics and the inclusion of specialities, or even their possible inclusion, throws an extra strain on the student sometimes to the detriment of his general outlook. Two alternatives are thus available:

- (1) That knowledge of the specialities should be tested at the final examination either in the written, clinical or oral.
- (2) That the student should be required to pass an elementary examination in the speciality conducted by the teacher before proceeding to the final medical examination.

Ophthalmology.—It is essential that the student should be instructed in the diagnosis and treatment of injuries and the common disorders of the eye. He should be able to use the ophthalmoscope with sufficient skill to recognise the more important changes in the fundus due to general diseases. It should be possible to give this essential instruction in the ophthalmic department of a general teaching hospital in a three months' course, comprising clinical instruction and attendance at a course of lectures and demonstrations. In view of the importance of this subject, more particularly in

tropical countries, it would appear desirable that every student should be examined in ophthalmology before qualifying in medicine.

Oto-Rhino-Laryngology.—Training in this speciality should consist of instruction in the use of ordinary instruments and methods of examination so as to recognise the appearance of normal structures and to carry out simple tests of function. The period of clinical teaching should be three months, during which the student should attend the out-patient department, twice a week for two hours, and the wards or demonstrations once a week. A few systematic lectures may be given as a preliminary.

Dermatology.—There should be a department of Dermatology in every teaching hospital, which should consist of an out-patient department with adequate accommodation and a reasonable proportion of beds for the investigation and treatment of inpatients. Elementary instruction in the morphology, physiology and pathology of the skin should be given to students who should then attend a course of clinical instruction in the out-patient department and wards on one or two days during a period of 3 months.

Venereology.—Although this subject enters into the field of medicine, surgery, obstetrics and gynaecology and every other speciality, there is an advantage in the student attending a department of venereology, both out-patient and wards for special instruction in this subject.

Psychiatry.—This subject should be dealt with both in the preliminary course in the pre-clinical period and also in the clinical period. Apart from the special hospitals for mental diseases which obviously should be located at a distance, the main teaching centre should have an out-patient department and an observation ward for teaching purposes. A student should do three months clerking on psychiatric cases in the out-patient department with one attendance a week. A teacher should not handle more than 6 students at a clinic if students are to take an active part.

Infectious diseases.—At present the teaching of infectious diseases is very defective. The hospitals are poorly equipped and the staff in many cases are not selected from the point of view of teaching. The seasonal prevalence of certain infections makes it difficult for the student to study the different types with which he should be acquainted.

It has been suggested that a certain number of beds should be provided in every undergraduate teaching hospital both in the interests of patients and in the interests of teaching, so that a patient who develops an infectious fever while in a general hospital can continue his treatment in a fever ward of the same hospital without being transferred to a fever hospital. This can be done if the system of glass cabins in vogue in some continental clinics be introduced.

At present in this country cases of Typhoid and Puerperal fevers are treated in general hospitals and in wings of maternity hospitals although in Great Britain such cases are transferred to fever hospitals. There is now a changed outlook and it is realised that typhoid fever teaches a lesson in medical treatment and nursing technique almost unparalleled by any other disease.

If it is impracticable to implement these suggestions the only specialities that need be taught outside the teaching centre will be infectious diseases and mental diseases.

Orthopaedics.—The student should be introduced to the study of orthopaedic principles and practice immediately after passing the pre-clinical sciences, *i.e.*, during his first three months of preliminary instruction. At this stage with anatomical and physiological knowledge fresh in his mind he is well able to comprehend those principles which underlie the diagnosis and treatment of disabilities of the loco-motor system. The teaching should be given in the casualty out-patient department and in the orthopaedic ward.

The student should receive further clinical instruction in orthopaedics in the third and fourth years as a dresser. In the final year teaching should be provided in the orthopaedic out-patient clinics, and in fracture clinics, as part of the general out-patient teaching facilities. Seminars, ward classes and revision classes should also be arranged for small groups of senior students. It should be emphasised that an experienced clinical tutor is an essential member of the staff of all University orthopaedic teaching departments.

Radiology.

(A) *Pre-clinical years.*—Radiological demonstrations on anatomical and physiological subjects should be more widely introduced and demonstrations should be given by members of the radiological staff when feasible, in collaboration with teachers in Anatomy and Physiology. It has been pointed out that one member of the radiological department should be recognised as a part-time teacher of the pre-clinical subjects. As few radiological departments can offer the space for large class demonstrations, medical schools should be equipped with appropriate apparatus which could also be used for research purposes.

(B) *Clinical years.*—The object of instruction during this period is to teach student the diagnostic and therapeutic value of radiology.

(C) *Radio-Diagnosis.*—1. Demonstrations as to how diagnostic radiology may help the student in his practice.

2. The X-ray appearance of lesions commonly encountered in hospital or general practice.

3. The rationale of, and preparation for, various X-ray investigations.

(D) *Radio therapy.*—Undergraduates should be instructed in (a) Types of cases in which radio-therapy is of value, and its contra indications.

(b) The implications of radio-therapy so far as the patient is concerned, *i.e.*, length and severity of treatment and reactions observed.

(c) The results obtained and possible sequelae. It is not necessary for the undergraduate student to be taught details of radio-therapeutic technique.

A few formal lectures should be arranged in order to explain the principles of radiotherapy and the biological reactions involved. These should be given in the final year, but there should be throughout the clinical course a close cooperation of the medical and surgical staff with the Radiological Department.

Anaesthesia.—This is a much neglected department in most teaching institutions. Students should be taught by a fully qualified anaesthetist and must have opportunities for administering anaesthetics under supervision. The appointment of 'clerk to the anaesthetist' should be held by every student during his surgical posting.

Pediatrics.—This subject as it concerns the older child should be taught in the children's department which every teaching hospital must have within its premises. The teaching of the physiology and pathology of neo-natal life should more properly be in the hands of a pediatrician in the obstetric wing of the hospital or in a separate maternity hospital in the compound. Special hospitals for children should be used for post-graduate teaching. Students should be posted for at least one month to the pediatric department when attached to the medical department.

Tuberculosis.—Every teaching hospital should maintain a tuberculosis dispensary and also a tuberculosis ward for the treatment of acute cases. Every student should be required to attend a three months course consisting of out-patient attendances and 15 or 20 clinical demonstrations in the wards. These demonstrations and such lectures as are given in this department should form part of the general teaching of medicine which every student is required to have. In this subject especially, clinical demonstrations are of far greater value than didactic lectures. The preventive aspect of this disease should be brought home to the student by domiciliary visits and demonstrations of the positive measures which are needed to limit the infection.

Dentistry.—It is not possible in all cases for Dental Schools to be run alongside medical schools. In some cases Dental Schools will have to be separate institutions, but in future planning it is well to take note of the fact that, both from the academic and financial points of view, it is logical for medical and dental education to be carried out in the same teaching centre.

In other centres, dental departments should be opened and the students should be given a short practical course in the subject and taught the importance of dental care in the maintenance of health.

Forensic Medicine.

The questions that arise are :

1. Is a separate course of Forensic Medicine necessary in the medical curriculum ?
2. If so, what should be its scope ?
3. At what stage of the curriculum should this instruction be given ?
4. Where and by whom should the instruction be given ?

A separate course in Forensic Medicine is definitely necessary, as without such a course, the student could not be instructed in the numerous medico-legal problems which will confront him when he enters general practice.

(i) *Duration and time when instruction should be given.*—A course not exceeding 40 lectures with demonstrations and medico-legal post-mortems may be given. It should be taught at a stage when the student has already obtained some instruction in medicine, surgery and obstetrics. It would not be wise to place it in the final year, for the final year should be devoted to the three main subjects. The best time is the penultimate year, the subject being covered within two terms of that year.

(ii) *By whom should it be taught ?*—There are three alternatives—

- (a) By a person specially appointed for the purpose.
- (b) By a police surgeon.
- (c) By a lecturer in the department of pathology

The subject is certainly best taught by the police surgeon provided he is suitably qualified. The proper qualification is a good experience in the Department of Pathology (five years) with a higher qualification in that subject. Alternatively it may be taught in the Department of Pathology, but in such a case an assistant of the department should be specially trained for the purpose.

The undergraduate must have a grounding in Forensic Medicine. A faulty opinion in an ordinary medical case may be of some inconvenience to the patient but a faulty opinion in medico-legal matters may do permanent damage to a person's reputation and may endanger his liberty or even his life!

The present position in regard to the investigation of medico-legal problems is very unsatisfactory. Every medical practitioner in charge of a remote dispensary whatever his qualification or experience, is asked to undertake medico-legal post-mortems in complicated cases of crime and he is liable to be held in question thereafter. The presumption is that every medical man is competent to undertake these responsibilities, but unfortunately neither the profession, nor the Judiciary or the State have stopped to consider the absurdity of such a presumption.

Assuming the establishment of a State medical service in the future on the lines we have envisaged, a general practitioner attached to a health centre might take up medico-legal work to the extent of a minor speciality. The more complicated work should be undertaken by a specialist, or his advice should be available to the practitioner.

(iii) *An Institute of Forensic Medicine.*—There is need for a central Institute which will serve the triple purpose of—(a) Training specialists and teachers in Forensic Medicine; (b) carrying on research with particular reference to conditions in the Tropics and India; (c) to be a centre for expert advice.

Such a centre might well be located in a University centre, Bombay, Madras or Calcutta, or perhaps Delhi, if prospects of its early establishment are brighter there.

Resident facilities for students.—The advantages which will result from students residing in the hospital during a portion of their clinical course are becoming increasingly clear. At present, in many colleges, the student resides for at least one month during his period of training in obstetrics. Similarly it is imperative that he should spend at least a month while working in medical or surgical wards. The minimum period of residence should be three months, the maximum six months. This period of residence should be in the final year of study. During his stay the hospital should be responsible for providing the student with the necessary amenities, the student paying for his board only at reasonable rates.

It is important to see that separate common rooms and study rooms are provided, as otherwise the period of residence would not be utilised to the best advantage in studying and following the practice of the hospital.

If a period of six months residence is feasible the student may spend two months in the study of Practical Obstetrics; one month in Surgery; one month in Casualty work and Orthopaedics; one month in Medicine; one month in Pediatrics. During this period of residence, the student should

be encouraged to do responsible work, and he may be assigned 5 to 6 beds which he will look after under the supervision of a senior houseman or resident officer.

The student's health.—The clinical curriculum should be so planned that students can have at least one month's holiday, and preferably six weeks, every year. The health of the student should be the concern of the medical school which should provide routine clinical and X-ray examination of the chest once a year. Advice and treatment for medical students should be available from the experts of the medical school. Every teaching hospital should reserve a few beds, preferably in a separate ward, for the care of the sick under-graduate medical student. It ought to be impressed on authorities that this should not be considered a special favour, but that the managements of hospitals owe a moral obligation to students and nurses who come constantly in contact with diseased conditions, to provide hospital accommodation if they should need it, free and in separate cubicles.

Steps should also be taken to see that students are able to obtain good mid-day meals at a reasonable price in or near the medical school and that the school shall also contain adequate common rooms. All clinical students must be able to enjoy regular exercise in the open air.

Post-academic residence.—One of the urgent reforms needed is a compulsory House appointment for every medical student at the end of his course and as soon as he is qualified. At present the majority of students on their own initiative seek House appointments and nearly 70 to 80 per cent. of them are so posted. The period of compulsory post-academic residence should be twelve months and this should be after graduation, but before registration.

There are several ways of spending these twelve months, as, for example:—

1. 6 months in medical and 6 in surgical wards.
2. 4 months medical, 4 surgical and 4 obstetric wards.
3. 6 months in the main hospital in surgical or medical wards and the rest at a health centre, or special department, or hospital.
4. The rotating system of being posted every 3 months to different sections.

Whatever form of practice a student is going to adopt he should take a House appointment for a period of six months. The question of how he spends the second six months would depend on the branch of medicine he proposes to take up. There should not be any further examination at the end of the period of 12 months. A certificate of satisfactory work and conduct should be regarded as sufficient.

During this period every house surgeon should be in personal charge of at least 20, preferably 25 beds, and not more, but he should work under the supervision of a permanent member of the unit and under his guidance.

To ensure that every student passing out is posted as a House Surgeon, a survey should be made of the regional hospitals, and such of those as satisfy the standards should be included in the scheme. The University should be responsible for approving such hospitals and one of the clinical staff should, on behalf of the University, periodically inspect the hospitals which take residents.

During the compulsory period of House appointment, every House-man should be provided with proper residential facilities, and should be paid adequately for his services, so that he may be free from financial worries and devote all his time to the duties assigned to him.

The remuneration given for these appointments may take the form of
 (a) Free board and residence, free laundry, etc., with a pocket allowance, or
 (b) Free residence and an allowance ranging from Rs. 60 to Rs. 75 per mensem.

During this time a course of lectures on *medical ethics* and the conduct of practice might be given. The course should include instruction in the organisation of medical and social services available to the community and in the methods of using those services. Such a course would be of greater value at this stage than during a student's final year, when he is overwhelmed with work in preparing for the final examination.

Summary of recommendations on clinical studies.

That the Department of Preventive and Social Medicine should be organised on the same lines as the pre-clinical and clinical departments with centres of teaching and research facilities :

That this department should have control facilities (field work), i.e., facilities for the organisation and control of the rural and urban community fields attached to the department for demonstrating the principles and practice of preventive and social medicine.

That the staff should consist of the following :—

Urban.	Rural.	Hospital (College).
Professor Associate or Asst. Professor, 5 De- monstrators.	Professor Associate or Asstt. Professor, Sani- tary Engineer (F. T.), 12 M. O. H.	Professor, 9 Social Workers, 36 Case Workers.

The total being 23, with six senior teachers and exclusive of social workers. In a rural unit, not more than two students should be holding intern appointments in a primary unit.

That, at a very early stage, facilities and trained personnel should be made available to put into operation the scheme of training in preventive medicine which the Committee consider as essential for the training of the basic doctor. A copy of that scheme is given as appendix 29.

That, in the meantime, the preventive medicine aspect should be stressed in the teaching of every subject throughout the clinical course, and the student be given an insight into social medicine by contacts with home and community life.

That a note embodying these recommendations in regard to training in preventive medicine should be circulated to all medical institutions and Universities for information.

That a Hospital Social Service should be established as soon as trained personnel are available.

That an introductory course of instruction in elementary Psychology and Pathology should be given to the students by the Professors of the Departments concerned either in the latter half of the pre-clinical period or in the first three months of the clinical period. Methods of clinical diagnosis, including laboratory technique and the elements of nursing and dietetics with an introduction to social medicine, should be taught at the beginning of the clinical period.

That clinical records should be carefully written up and they should be preserved and these records should be under the charge of a responsible member of the staff.

That, in the teaching hospitals, clinical pathological conferences should be periodically convened at which all the members of the clinical and pathological staffs should be present. The senior students should also be present.

That, just as pre-clinical teaching should have a clinical bias, clinical teaching should be conducted with the scientific bias emphasised at every stage.

That the following should be the periods of clinical clerking and posting of students to wards, it being understood that proper emphasis is laid on out-patient training, especially in the junior stage :

Medical ..	..	3 months junior and 3 months senior.
Surgical ..	..	3 months junior and 3 months senior.
Obstetrics and Gynaecology, including Pediatrics ..	..	3 months junior and 3 months senior.
Specialities ..	..	9 months divided into periods of 3 months each for surgical, medical and social medicine.

(The above periods, added together, make a total of 27 months. Specialities may be attended daily for one month or for 2 days in a week for 3 months).

That the last three months should be available to the student to attend such clinics as he may feel inclined to.

(NOTE.—A view was expressed that 6 months is not sufficient for surgical and medical wards posting and the out-patient clinic should play a larger part.)

That this scheme can be brought into operation provided that the organisation of departments are on the lines suggested, and that well qualified and well trained teachers are available in sufficient numbers, so that there is a proportion of 1 : 8 junior teachers and 1 : 10 for senior teachers.

That every clinical teacher should emphasise the physiological aspects of his subject and should impress on the student the social and preventive aspects of medicine.

That there should be full-time professors in each of the subjects of Medicine, Surgery and Obstetrics with Gynaecology.

That, in the teaching of Obstetrics, special emphasis should be laid on the antenatal physiology of labour. The question of adequate training in Pediatrics should be further considered.

That domiciliary practice should be encouraged and that this should be particularly emphasised for women students.

That all students should be in residence for at least 3 months, one month being spent in each of the departments of Medicine, Surgery and Obstetrics.

That the number of beds in a unit should be at least 40, and that 8 or 10 students should be attached to each unit.

Recommendations on Pathology.

That there should be a well-organised department of Pathology in each teaching centre to include the departments of Morbid Anatomy, Micro-Biology (Bacteriology and Parasitology), Experimental Pathology and Clinical Pathology;

That, in each institution, there should be a Board consisting of the Pathologist, Clinician, Physiologist and Anatomist, meeting at least once a term to coordinate the teaching of those subjects in the clinical period;

That experimental Pathology should form an essential part of the work of the department, and that mammalian experiments should be demonstrated to the students;

That the teaching of Micro-Biology, Bacteriology and Parasitology should be coordinated with the teaching of social medicine, and that there should be opportunities for demonstrations during field work;

That, in the teaching of Morbid Anatomy, planned methods of teaching should be laid down in consultation with the Professors of Surgery and Medicine;

That Pathology and Bacteriology should be taught throughout the period of clinical studies. About 600 hours are likely to be required, exclusive of the time spent at Autopsies;

That the Physician and the Surgeon concerned should attend the post-mortem with the students, and should participate with the Pathologist in the discussion and exposition of the post-mortem findings in so far as these bear a relation to the clinical findings and diagnosis;

That the staff should be whole time and should consist of:—

A full-time Professor;

Three Assistant Professors, or Readers, of whom one will be for Clinical Pathology, and one for Micro-Biology;

One or two Associate Professors, who should be either junior or senior Physicians or Surgeons, the idea being to associate also a junior or senior Obstetrician and Gynaecologist with the teaching.

That the Head of the Department of Pathology should be Ex-Officio Consulting Pathologist to the teaching hospital;

That, in view of the importance of Autopsies in the training of the medical student, it was for consideration whether State legislation was necessary to make them obligatory when the physician or surgeon in charge of the case considered them to be necessary.

Forensic Medicine.—That Forensic Medicine should be taught by a person who should be a whole-time teacher and should have a sound knowledge of Pathology and also a post-graduate qualification in Pathology or Medicine.

General Recommendations.

That Clinical Clerking in Social Medicine should be performed in the afternoon in the 4th year while working in the specialities, and in two groups; the total number of hours being 100;

That Pharmacy may be taught in the earlier part of the clinical course;

That the second course in Pharmacology may be correlated with the lectures and clinical demonstrations in Medicine;

That Toxicology should be taught with forensic medicine;

That Therapeutics should be taught in the latter half of the clinical period;

That there should be a department of Pharmacology and Therapeutics together with experimental therapeutics;

That the staff of that department should include a whole-time Professor of Pharmacology and an Associate Professor of Therapeutics and assistants, one of whom should be a chemist;

That every teaching hospital should have at least one fully qualified pharmacist and that he should assist the department of pharmacy;

That it is desirable that, in the clinical professorial units, one of the assistants should be a trained pathologist and that he should be available for teaching, research and consultation;

That samples of blood, urine, faeces, smears, etc., should be examined in the side laboratories and that these laboratories should be equipped for this purpose;

That, as far as possible, autopsies should be done at a fixed time but, in cases where this is not possible, the pathological specimens collected from the post-mortem should be exhibited for 24 hours in a convenient place together with full clinical or pathological notes on the case;

That there should be a Museum under a full-time Director, containing a small and adequate number of specimens in each subject selected from the point of undergraduate teaching and with full notes available.

That the teaching of operative surgery and applied anatomy might be covered in 30 or 40 classes—(a series of window dissections is particularly useful for the study of Regional anatomy).

Opinion was divergent as to whether undergraduates should be given training in operative surgery on the cadaver, and whether an examination should be conducted on the dead body.

That it was extremely desirable that every medical student should be given adequate training in First Aid and Ambulance work in the pre-clinical period and that those who joined the U.T.C. should be exempted as it was considered that they would be sufficiently trained.

(e) *Medical Examinations.*

The system of examinations for the undergraduate who has entered on his regular medical studies deserves careful consideration. In a publication issued not long ago under the arresting title "An examination of examinations", by Sir Philip Hartog, it was made clear that, even in the valuation of the written script, there were wide variations between examiners, the variations ranging between 30 per cent. and 75 to 80 per cent. The possibility of such variations is not less in the conduct of clinical and viva-voce examinations. Well trained and seasoned examiners are an asset, but there is an advantage in gradually including fresh talent, so that the system of examination should not be petrified and static.

In a well regulated scheme, there should be internal and external examiners in equal proportion. This is not always possible in India, where long distances, time needed for examinations and the expenditure likely to be incurred may make it difficult. Examinations have, after all, a limited value, but the more important consideration is the provision of adequate facilities for teaching, competent staff with a liberal number of teachers and the provision of well equipped laboratories, a library and an adequate range and variety of cases. The conception which medical councils have apparently acted on, that an inspection of examinations furnishes material to judge of the standard of medical qualifications, should be radically revised.

There should be three examinations in the course :—

1. At the end of the pre-clinical period.
2. A year or 6 months, preferably a year, prior to the last year of study.
3. The final test at the end of the course, in medicine, surgery and obstetrics.

It is desirable that examiners should desist from asking about rare or complicated conditions, and should devote their attention to the commoner diseases met with in practice. Their task is to find out what the student knows, rather than what he does not know.

It is also desirable that examiners should devote some time to the preparation of the practical and clinical tests and should themselves conduct these tests, or examine fully and study the clinical cases before they are set to the students. An examiner should have no more facilities for the diagnosis of a case than are available for the candidate, and emphasis should be more on methods of approach and reasoning than on the giving of a diagnosis.

Summary of recommendations on Medical Examinations.

That there should be, in the whole medical course, two examinations held; one at the end of the pre-clinical period including the subjects of anatomy, physiology and pharmacology, and the other at the end of the clinical period when the following six subjects shall be offered :—

Preventive and social Medicine, Medical Jurisprudence, Medicine including Therapeutics and Medical Specialities, Surgery including Surgical Specialities, Obstetrics and Gynaecology including pediatrics, and Pathology.

That a student can pass in each subject separately provided, however, that he shall complete a pass in Medicine, Surgery, Obstetrics and Gynaecology within a maximum period of 18 months. The medical examinations should be held twice a year. (Note.—It should however, be open to the University

to hold an examination in the subjects of Pathology, Forensic Medicine and Preventive Medicine, six months to one year before the final examination in Medicine, Surgery and Obstetrics).

That no student shall be allowed to enter on his clinical course of studies until he has passed the pre-clinical examination.

That, so far as possible, external examiners should be associated with the conduct of the examinations, and that it should be the aim of all Universities to see that, in medical examinations, at least half the examiners are external;

There should be no attempt to impose a stereo-typed curriculum throughout the country. A wide margin of liberty should be allowed to individual medical schools and Universities to develop their own potentialities and even to experiment. Reforms and improvements can more easily and quickly be brought about in this way. Where reforms have to await agreement among a large number of institutions, the results are invariably a compromise, and a sense of frustration is developed in those institutions, which desire to initiate reforms.

(f) *Internship as Home Surgeon or Physician.*—There should be, for all students, one year of internship after the final qualifying examination and the authority responsible should certify that that internship has been satisfactorily fulfilled. This period should not give the student the rights of a full practitioner, but during it he should work under the supervision of a Senior Officer.

That the conditions under which hospitals should be recognised for internship should be considered and definite rules laid down by the University. Such hospitals should be periodically inspected and reported upon.

The intern should not displace senior housemen, clinical assistants and resident assistants. The need for such senior housemen will be all the greater, for effective supervision and help.

A careful record should be maintained of clinical work carried on and such records should be certified by the Senior Officer under whom the student works.

During this period, in whichever ward he is posted, the intern should perform duties in the out-patient department and should work in the clinical pathological laboratories. During the whole of this period, he should be carefully supervised and guided.

That there should be latitude given to the authorities concerned to post the intern to any of the following assignments provided a three months' internship in a public health unit is always included.

1. Six months surgical or six months medical work.
2. Four months medical, four months surgical or four months obstetrical work.
3. Three months rotation including, medical, surgical, obstetrical work and public and rural health centres.

That the numbers of beds assigned to each intern should be between 10 and 20.

That the intern should be given free residence in the hospital and should receive a subsistence allowance of Rs. 60 to 75.

That, as far as possible, the intern should spend six months in a primary teaching centre either in the first or the second half of the period.

That, during the period of internship, a few lectures on medical and legal responsibilities should be given by a person selected by the University.

Essentials in a hospital approved for interns.

The hospitals approved for the training of interns during the last year of the graduate course should comply with some general basic principles. In enunciating these principles it is not intended to interfere with the administration, or the general policy, of individual hospitals which may be recognised for the above purpose. It is however believed that, in the interests of better medical education and of improved scientific and ethical care of the patients, there should be a wide agreement on the minimum requirements to be met regarding conditions of service, organisation of training and educational facilities available at such institutions. It is therefore considered that an acceptance of these general principles by the hospital authorities is necessary, if they intend to take up the training of interns.

I. *Hospitals eligible for approval.*—Only general hospitals should be eligible, which have at least 100 beds with a minimum daily average of 75 patients, and which provide a variety of medical, surgical, obstetrical and pediatric patients either in the hospital proper or through suitable affiliations with other institutions.

II. *Organisation.*—The organisation should consist of a Governing Body having authority and responsibility to execute the decision arrived at by such a body. In the case of Government, or Municipal, institutions this body should have statutory powers conferred on it, enabling it to give effect to its resolutions within the framework of the general policy and within the limits of the budget provisions sanctioned by the Government or the Municipality.

An Executive Officer, or a Superintendent, should be responsible for the actual carrying out of the resolutions adopted by the Governing Body. The Executive Officer should be assisted by adequate and competent personnel. Such an officer should be selected on an All-India basis and should not be appointed for a period of less than five years.

III. *Staff.*—The appointment of the staff constitutes the most essential feature in the organisation of an institution. The staff should be composed of regular physicians who are properly qualified as to training, licensure and ethical standing.

1. *Senior Staff.*—There must be an organised staff of physicians who hold the degree of doctor of medicine, or an equivalent post-graduate qualification, from acceptable medical colleges; who are of unquestioned professional and moral integrity; who are proficient in general practice, or in the special fields to which they devote themselves; who give personal attention to the patients under their charge and who will provide adequate facilities, instruction and that sympathetic cooperation without which interns and graduate students cannot obtain the practical training for which they are serving the hospital.

2. *Graduates in Medicine.*—The hospital must not only confine membership of its staff to reputable practitioners who have obtained post-graduate degrees but should also select a junior staff from suitable graduates in medicine. The conditions regarding ethics and character must apply to every person permitted to treat or prescribe for the sick in the hospital, or in any of its departments. Conditions regarding graduation do not apply to the treatment of patients by nurses, messengers, and technical assistants when acting under the orders of any physician on the attending staff.

3. *Staff Conferences.*—The hospital staff should conduct a regular monthly staff conference at which the work of the various hospital departments is considered and where interesting hospital cases and selected autopsy reports may be presented for general discussion. The interns should be expected to attend these meetings and should be encouraged to take an active part in the discussions.

IV. *Nurses.*—A competent nursing staff should be provided by employing a sufficient number of nurses who are graduates of schools of nursing recognised by the registering authority for nurses, or by maintaining a school for their training. All nursing should be supervised by qualified registered graduates.

V. *Records.*—The accumulated experience of most of the teaching hospitals in other countries has shown that no improvement in the treatment of patients and the training of medical students could be effected without the organisation and functioning of an efficient department of medical records. An adequate record system should therefore be maintained in all approved hospitals. No particular system or set of forms is recommended since requirements are not the same under varying circumstances. The average case record should conform to the following standards :—

1. The case records should be comprised of complete histories giving the patients complaint, physical examination at time of admission to the hospital, preliminary diagnosis, laboratory findings, description of operation, if any, progress notes, final diagnosis, condition on discharge and, in case of death, autopsy findings if secured.

2. Case Notes.—The histories should show, by signatures or initials, all persons writing them, or parts of them, as well as the staff members by whom the histories are verified. Likewise, all orders and progress notes should be initialled or signed.

3. A competent clerk should have charge of the records pertaining to patients. To be of educational value the records must be so handled as to be readily accessible when desired for special study or reference work. There should be an alphabetical index of patients, with cross files according to diagnosis, operations, etc. Lists should also be kept of patients according to departments, i.e., medical, surgical, obstetrical, paediatric genitourinary, gynaecological, eye, ear, nose and throat, tuberculosis, etc., and of hospital days or daily average of patients, deaths and autopsies. Histories should be filed so as to be easily accessible. Complete monthly reports and annual summaries should be prepared covering the various hospital departments.

VI. *Laboratories.*—A clinical laboratory in the hospital should be equipped both for the ordinary routine tests, and also for the more technical bacteriologic, serologic, chemical, basal metabolic, and tissue examinations. A competent physician-pathologist (not only a trained technician) must be in charge of the laboratory, who shall supervise the work in general and personally examine all tissues from the operating rooms and furnish reports of gross or microscope findings as indicated. Records must be kept in the laboratory of all work carried out by the department, and copies should be filed with the patient's clinical record.

2. All tissues removed in the operating room should be examined, described and diagnosed by a competent pathologist, excepting tissues, such as tonsils and teeth, in which the pathologic changes are quite obvious.

A physician-pathologist should be employed on a full-time or part-time basis. When this is not practicable, arrangements should be made with a consulting pathologist for tissue diagnosis, post-mortem work and the interpretation of the more complicated tests and determinations in clinical and surgical pathology, as well as in general clinical laboratory work. The pathologist should preferably be one who has received specialised training after graduation for at least one year in Clinical Pathology at an institution recognised for this purpose.

3. In as much as the percentage of autopsies has come to be recognised as an index of the educational activities in a hospital, no institution should be approved for the training of interns which does not have a record of autopsies of at least 15 per cent. This condition may be difficult to comply with in all parts of India at present, but it should be the aim and endeavour of all hospitals to attain to it in the course of the next ten years. The autopsies should preferably be performed in the hospital by, or under the supervision of, the hospital pathologist who has special knowledge of this type of work and who can furnish reports that include a summary of the clinical records and a detailed description of gross and microscopic findings.

VII. *Library*.—1. A separate, suitable reading room in the building should be provided for the use of the medical staff and the interns. A librarian or library clerk should be appointed to look after the issue and care of books and journals.

2. An annual grant of at least Rs. 1,000 should be allocated for books and periodicals (i.e., excluding salaries of staff and cost of furniture, etc.) and of this amount at least Rs. 500 be spent on current medical periodicals (foreign and Indian Journals). The balance to be spent on reference books, monographs and annual reviews.

3. It is essential that all journals should be bound at the end of the year and kept for reference.

4. An initial expenditure of about Rs. 5,000 for purchasing reference books, etc. and perhaps including a microfilm reader would be a desirable addition.

The above suggestions relate to a hospital with 100 beds. For bigger hospitals with a larger staff and facilities for training a larger number of interns, a correspondingly larger expenditure on library facilities would be desirable.

VIII. *Department of Radiology*.—This department should be equipped for at least roentgenographic and roentgenoscopic procedures and must be directed by a physician-roentgenologist who is properly qualified for the work which the department purports to do. Records of the work carried out must be on file in the department, and copies should be filed with the clinical charts.

IX. *Records of Interns' Work*.—Each hospital should keep a weekly or monthly record of each intern's work. This information is most conveniently supplied to the superintendent of the record office by the interns themselves on special forms where space is provided for the following:—Period covered; service; number of patients admitted on service; number of histories and physical examinations; number of anesthetics given; number of operations assisted at; number performed; number of deliveries attended; number performed; autopsies attended; hours in laboratory; lectures attended; clinics attended, etc.

X. Admission to the Approved List.—Application for Approval. Hospitals that wish to be accredited for intern training should apply to the Council on Medical Education and Hospitals, or such organisation as may be properly constituted by the Universities. A list of approved hospitals should be circulated to the different Universities and the heads of medical colleges at stated intervals.

PART II.

THE REQUIREMENTS OF A MEDICAL COLLEGE.

(NOTE.—This subject is brought to the notice of the authorities concerned because of its importance in the light of new developments.)

(1) As a result of the survey of medical education, it is hoped that medical colleges will consider the need for reorganisation and that plans for extension and improvement of existing structures and facilities will be prepared.

(2) Active steps are being taken in several provinces to convert medical schools to medical colleges.

(3) It is expected that as a result of the recommendations of this Committee different provinces will open new medical colleges and plan them on modern lines.

It seems, therefore, desirable that there should be set down a general idea of the requirements of an ideal medical college.

The ideal medical school should be capable of providing the student with the whole of his medical education, from the time of his entering the school until he is qualified, after which a resident post should be found for him, either in his own school or elsewhere, before he goes into practice.

Site.—To allow adequate room for the erection of a medical school, it is suggested that a site of from 100 to 150 acres in extent should be available to accommodate :—

(a) The Medical School with its pre-clinical departments.

(b) A General Hospital.

(c) A series of special hospitals, institutes or units. The whole site should form a teaching hospital centre, and its component parts should be comprehensive enough to provide the nucleus of teaching in all subjects, as well as the direction of research and of post-graduate studies. Each of the institutes or units should be flexible enough in construction to allow for expansion if necessary.

(d) Quarters for a full-time staff.

An alternative suggestion is that the teaching centre shall provide units of the specialties to be utilised for undergraduate teaching, while special hospitals are located within a convenient distance and utilised for the instruction of post-graduates, and specialists who aspire to become consultants.

Number of students.—This must depend both on the accommodation and facilities available in the pre-clinical departments and on the number of beds and the clinical material available in the associated hospital.

The number of students that should be admitted into a medical school has been the subject of considerable discussion.

It has been suggested—

- (1) that 50 admissions a year is desirable,
- (2) that 60 to 70 should be an optimum, and
- (3) that normally 100 should be the maximum.

In the medical school proper there should be an adequate number of large and small lecture Halls ; laboratories, preparation rooms, etc. ; a library and reading rooms ; common rooms ; a department of research with special facilities.

Well planned and well equipped laboratories, however, cannot provide satisfactory service unless they are manned by an adequate number of suitably trained technical assistants. The selection of these should not be by the haphazard methods of the past. Their training should be systematised by instruction in technical schools or departments, and they should be adequately paid.

As distinct from individual departmental requirements, certain facilities and equipment of a general character are needed. Museums, including a radiological museum, should be readily accessible to all students and should contain sections specially arranged for teaching purposes. Means both for taking and for showing cinema films to students should also be provided.

Many departments such as Biology, Anatomy, Physiology, Pathology, Experimental Medicine and Surgery, Pharmacology, Bacteriology and Midwifery as well as the research unit require to maintain live stock. This need is best and most efficiently met by organising a central animal farm under the care of a Veterinary Surgeon, where Genealogical Histories would be kept. Each unit could indent on the farm but should have its own animal house under proper conditions where the department would carry out its investigations.

The actual accommodation of the departments should be on an ample scale so as to permit of any expansion to meet future requirements in the advance of medical education. Not infrequently work has had to be carried on under cramped conditions as old buildings have become out of date and inadequate for the expanding work of medical education and research.

Hospital accommodation.—The hospital in a teaching centre should be so designed and organised as to meet both the needs of the patients and the requirements of students and also to be suitable for the research work of the staff. Wherever post-war construction of teaching centres or reconstruction of such centres may be needed opportunity should be taken to see that all three aspects of work carried on in a teaching centre are fully provided for.

It is very desirable that a teaching hospital should be provided with proper residential accommodation for its full-time junior staff, for its students in their last year of study and for interns.

Number of beds required in a teaching centre.—The number of beds required should be based in general on the number of students admitted in a year. It may be stated that there should be 10 beds per student admitted, and that half this number should be for general medical and surgical cases in equal proportions, and the other half for the specialities, which should be provided for within the area of the teaching centre.

A rough plan would be to provide, in a 1,000 bed hospital, for—

	Beds.
Medical	250
Surgical	250
Obstetric	100
Gynaecological	50
Ophthalmic	50
E. N. T.	30
Dermatology	20
Radio-Therapeutics	20
Tuberculosis	20

						Beds
Dental	..	..	..	..	..	10
Orthopaedic with fractures	..	..	..	..	..	50
Pediatric	..	..	..	..	..	50
V. D.	..	..	..	..	..	25
Others	..	..	..	..	..	25
Research pool	..	..	..	..	..	50

It should be emphasised, however, that the number of teachers rather than the amount of clinical material or beds available should determine the number of students annually admitted.

There should be in each teaching hospital :—

1. Lecture rooms for clinical demonstrations.
2. Test-rooms.
3. Out-patient departments.

Lecture rooms.—There should be two main lecture rooms for the whole hospital, to seat at least 100 and equipped with black boards, facilities for micro-projection and for wheeling in patients, with an ante-room where they could be accommodated until required for demonstration.

One small clinical demonstration room for each unit, to accommodate about 30 students, is desirable.

Test rooms.—There should be one test room (ward laboratory) provided for each clinical unit. There should be at least one test room for the out-patient (general) and one test room for the skin and venereal departments.

Clinical laboratory.—There should be a large well equipped central laboratory for the whole hospital, where the more complicated tests, Bacteriological, Pathological and Biochemical, will be conducted.

Out-patient Department.—In many hospitals, perhaps the least well equipped and organised section is the out-patient department. Yet this department furnishes a wealth of clinical material for teaching purposes and, forming as it does a link between domiciliary practice and institutional practice, should be of the greatest value for teaching. The first essential in all out-patients departments is to make the out-patients comfortable during the long period of waiting. There should be adequate waiting, examination and undressing rooms, and arrangements made for some form of canteen service.

It is desirable to have separate small cubicles where the teacher may systematically examine the patient and demonstrate to the students. The mixing up of old and new cases is not desirable. Careful records should be kept, and an intelligent secretariat should be maintained for cataloguing and indexing the cards, and for issuing them to the patients. Every special department should have its own out-patient clinic.

The need for special laboratory facilities and for a diagnostic radiological outfit need not be emphasised.

The medical and surgical out-patient departments should be conducted by the medical or surgical units on their respective days for admission, and the students posted to the unit should attend the out-patient department on such days. Depending on the number of out-patient cases, it may be necessary for more than one unit (Medical or Surgical) to attend.

There should be a well organised casualty department in each hospital, situated in the out-patient department and every student should receive instruction in accident work.

Adequate range and variety of cases and the linking up of hospitals for teaching purposes.

Regionalisation of hospitals for undergraduate and post-graduate teaching will be of considerable use in as much as it will be possible to draw a great variety of cases from these hospitals for teaching purposes. The hospitals, if properly staffed, could be used for posting junior students as medical clerks or surgical cressers, for posting housemen and for refresher courses for students who had failed and were required to put in an additional three months work.

Rehabilitation centres.—Rehabilitation centres should be available at a convenient distance for use by teaching hospitals so that convalescents and chronic cases may be transferred to such centres and be under the care of a trained staff sent from the teaching hospital. Such centre, besides giving reasonable rest for the patient, would relieve the congestion in teaching hospitals and would enable the students to follow up cases by a weekly visit with a member of the senior staff.

Staff of the Medical School and Hospital.—The preclinical and clinical laboratory staff should be full-time, the heads of the respective departments being full-time professors with a sufficient number of senior and junior assistants and demonstrators. There should be 1 teacher for every 8 or 10 students, the number of demonstrators being restricted to two-fifths of the total staff. In all practical classes there should be at least 1 teacher to supervise 15 students and the practical classes should be small, the total number attending at a time being limited to 30 or a maximum of 40.

Clinical Staff.

Types of teacher.—There are three types of teachers who may be employed:—

1. *Heads of departments in charge of units.*—Those may be in charge of the three units of medicine, surgery and midwifery. These should be full-time.

2. *Part-time teachers.*—Part-time clinical teachers are valuable as they are in contact with the problems of general and consulting practice and can provide a variety of experience and teaching. They must, however, devote an adequate part of their time to teaching, and should receive remuneration for teaching duties and hospital services. Such salaries should carry with them definite obligations in this respect.

3. *Senior and junior teachers.*—These should be available in sufficient numbers. The senior teacher is best fitted for practical teaching, while the junior teacher is best fitted for the inculcation of routine methods of examining patients and for assisting the student with problems arising during his studies.

In making appointments to the staff of a teaching hospital teaching ability should carry due weight.

Full-time staff (clinical).—Full-time heads of the departments of Medicine, Surgery and Obstetrics, together with full-time assistants, are needed to organise teaching and research in the subjects.

The full-time professor should, however, have no control over the clinical work of part-time teachers, nor exercise any authority over other members of the staff who are not working under him directly, except in the matter of coordinating teaching in the department concerned. With good-will on both sides and with a genuine interest in teaching an harmonious relationship ought to exist and the full-time head of the unit should be looked to

for help and advice in regulating teaching in the best interests of the school. For purposes of clinical lecture demonstrations, the clinical material of the hospital should be made available to all teachers (clinical and pre-clinical).

A full-time professor should be appointed without the right of practice. Such a person should be selected for his outstanding abilities and should have had a large experience of the practice of his profession, both domiciliary and institutional. His ability to teach and to enter into cordial relations with his colleagues should be taken into consideration. His salary should be such as to secure the right type and to free him from all financial embarrassment. A salary of Rs. 1,500—2,000 is not excessive.

The junior teaching staff, as well as one or two senior assistants, should hold whole-time salaried posts and should have no right to practice.

Part-time appointments.—Part-time clinical teachers are of value as they are in contact with problems of general and consulting practice and are best fitted to train future general practitioners. By their number they provide variety of experience and teaching. They must, however, devote an adequate part of their time to teaching. All hospital teachers in the clinical period should receive salaries. In the part-time posts, outside consulting work must not be allowed to impair the efficiency of hospital work and teaching, and some arrangements as to supervision and control should be made by the authorities of the hospital concerned. Regular attendance and regular hours of teaching should be observed by all members of the teaching staff; and other distractions, whether of administration or professional work, should not be permitted to prejudice this essential work.

Status of teachers.—It is of fundamental importance that medical teachers should have complete freedom in the control of the beds in their charge and in their methods of teaching and treatment. The teacher should have full clinical charge of the beds allotted to him subject only to the general administrative supervision of the Dean, or Superintendent, of the hospital.

Salaries may vary in the different grades but should be such as to attract in each grade the right type of person. Part-time clinical teachers may be appointed for a period of 5 years in the first instance and may be continued for a further period of 5 years subject to a satisfactory review of work at the end of each period.

The following scales are suggested :

	Rs.	p.	m.
Full-time Head	1500	to	2000
Full-time Senior Assistant	500	to	1000
Full-time Junior Assistant	300	to	600
Part-time non-professional staff	500		
Part-time Junior staff	250	to	350
Registrar	300	to	450
Senior residents	200	to	300

For all full-time posts reasonable arrangement for study leave should be made. Facilities for study leave should also be available for part-time teachers when reappointed to their posts.

Library.—The position of the library should receive special consideration in a Medical College. It must be confessed that, in the past, library facilities both for the staff and for the students have been rather meagre. In medicine new books and new editions are constantly being published and no member of the staff can be expected to possess a complete library of his own. Medical

journals have also to be obtained in more than one language. A College should therefore make generous provision annually for its library. At the same time care should be taken to see that such facilities are made available to all members of the staff, and that a few senior members should not have a monopoly of the latest literature. Subject to the needs of the staff, the medical practitioners of the locality should have access to these books in the library premises, but not for taking away.

The need for a section of the library being reserved for students deserves emphasis. The heads of the departments should carefully select suitable books and see that they are made available to students. More than one copy may be needed in some cases. A proportionate allotment of funds should be spent on the students' library. This may be fixed at one-fourth of the total allotment. It is desirable that medical journals should also be made available to students, and that some selected journals should be kept in the students' reading room.

A well qualified librarian, preferably one who knows more than one modern European language, should be appointed on an adequate salary.

Selection of Medical Students.—This has been the subject of careful study in many countries. It is generally recognised now that, in the profession of medicine, the doctor is dealing with people rather than with abstract diseases. Although a scientific attitude is necessary in a doctor it is not absolutely essential, and character, culture and ability to deal with men often prove to be more practical attributes.

The selection of the best students is difficult and demands considerable experience. It may, however, be stated that while emphasis should undoubtedly be laid to a certain extent on academic attainments, a great deal has also to be placed on the previous college record, personality, physical fitness and character as judged by the share taken by the candidate in school and college activities such as sport, dramatic and debating societies and in public service. The general suitability of a candidate should be finally determined in a personal interview by a selection committee.

Women students.—In view of the large numbers of women doctors needed, every medical college should admit women students in reasonable numbers, and for some years special facilities should be made available in order to attract them. It is significant that, with the exception of the Government of Madras, which gives free medical education to women students, no other provincial Government has so far given any special facilities to women. Yet the need for women doctors is greater in Northern India than elsewhere.

A due proportion should be maintained of men and women doctors. The wastage is greater in the case of women doctors, both during training and subsequently. The ultimate proportion of men to women students should be approximately three to one.

Summary of recommendations on the selection of students.—That in the selection of students the academic record should be given its due weight but physical fitness and any special athletic record, inter-collegiate or inter-University, should be taken into account. When aptitude tests are available, they should be utilised in the selection of students, while a personal interview will serve a useful purpose.

That in judging academic records the University record should be taken into account. It is not desirable to hold a separate academic test to judge the standard.

Recommendations as to women's education and the selection of women candidates.—That in view of the large number of women doctors needed, more medical colleges should be open for women.

That facilities should be made available, by way of free studentships to encourage more poor and deserving women students to study medicine.

That the question of taking bonds from them to serve as Doctors for a certain period should be ultimately dropped.

Research.—General questions of medical research and the manner in which research should be organised, fostered, and encouraged are being dealt with by a separate sub-committee, but the place of research in a medical college needs consideration here.

The whole attitude of medical colleges towards research should be enlivened. It should be realised that a medical college does not entirely fulfil its functions if it contents itself only with training doctors and treating patients. The advancement of knowledge should be the third objective of every teaching unit.

In all teaching hospitals sufficient funds should be available for research, and the post-graduate education of the younger men should include ample opportunities for training in methods of original investigation. A block of beds should be set apart for a research unit and should be made available under suitable supervision, for teaching as well as for research.

There should be an advisory committee in the Hospital, on which should be representatives of the clinical, pre-clinical and scientific departments, which will advise as to the best provision to be made, for young medical graduates to be drilled in research methods.

Deans of colleges and hospitals.—The administrative responsibilities of colleges and teaching hospitals, the care of the students and the varied duties imposed on heads of institutions make it necessary to consider whether Deans of colleges and hospitals should not be appointed as whole-time officers with little or no teaching or clinical responsibilities. It is impossible for a person who is the head of a department to have the time or the energy to undertake these responsibilities without the sacrifice of some part of his more important duties.

The Dean should be appointed for a period not exceeding five years and should be selected from among the full-time professors. During this period he should have no clinical or teaching duties.

Age of Teaching Staff.—While there may be exceptional cases where members of the teaching staff can carry on their duties efficiently to an advanced age, it is desirable in general to limit the age to 55. Facilities for the continuance of research work should, however, be available to such officers, should they desire them after retirement.

Grants to teaching centres.—The question of assisting teaching hospitals by educational grants deserves careful consideration. Medical colleges are now managed by—

- (1) Provincial Governments.
- (2) Municipal Corporations.
- (3) Private bodies acting as Trusts or Corporations.
- (4) Mission Agencies.

So far there are no colleges managed by the Government of India direct, nor have any grants been specially given to medical colleges managed by any of the above bodies.

In the report of the Central Advisory Board of Education, the suggestion has been put forward that there should be a University Grants Committee erected, on the lines of the Grants Committee, to recommend treasury grants to various educational institutions. If such a committee is constituted, the medical college proper—i.e., the laboratories and departments of pre-clinical and clinical sciences, will share with other colleges of science in the allocation of grants. The amenities for students should also be considered.

For creating improvements in medical education, however, it is important that (1) teaching hospitals should receive grants with a view to ensure proper standards in teaching, treatment and research. The teaching hospital will have much greater commitments in salaries of teachers, and the number of men employed will be much greater than in a non-teaching institution. The hospital will require the services of full-time teachers who have made a mark in their profession, while part-time teachers should also be paid for their teaching and hospital duties. (2) The supply of proper accommodation for House-men, Junior and Resident staff and Deans, the equipment and special instruments needed, the laboratories, lecture rooms and cubicles for clinic both in the in-patient and out-patient departments, the better equipped operation theatres needed—all these require special grants. In the past, much of this accommodation and equipment has not been made available, with the result that teaching has too often suffered.

A special "Teaching Hospitals' Grants Committee" should be set up to recommend, obtain and award grants to these institutions, on the basis that the hospital does not fall below the standard of efficiency that should be aimed at by a properly equipped and conducted hospital. It may roughly be stated that a teaching hospital requires 25 to 35 per cent extra money for expenditure on items such as those mentioned above.

The grant may be based on two calculations—

(1) A basic allocation taking into consideration the number of students and the range of services available.

(2) A supplementary allocation related to special needs and the special features of individual institutions.

The distribution of the grants by this committee should be without prejudice to, or interference with, grants which may be given by the proposed University Grants Committee.

APPENDIX 29.

Scheme for the training of the basic doctor during his undergraduate course in preventive medicine and public health.

The Sub-committee dealing with the curriculum for the training of the "basic" doctor dealt with the subject of undergraduate training in public health and preventive medicine at its meeting on Tuesday, 4th July, 1944. Among the papers circulated, an Interim Report of the Social and Preventive Medicine Committee of the Royal College of Physicians, London, (October 1943), a note by Dr. J. B. Grant, on "undergraduate training in preventive medicine and public health" and another note by him on "Hospital social service", received special consideration.

The following recommendations were made by the Sub-committee:—

1. The scheme of training for the basic doctor should incorporate the idea that the teaching of preventive and social medicine should permeate the whole course. The interim Report of the Royal College of Physicians (October 1943), on this subject must be consulted for a picture as to how this can be done by teaching in these matters running parallel with that of the three clinical subjects for a three-year course.

2. The department of preventive medicine and public health in a medical college must be provided with the same standard of academic facilities as are accepted as essential for the pre-clinical and clinical departments. This implies a full-time staff provided with facilities for the investigations of health problems in university controlled rural and urban community centres in which the student can be given opportunities of participation in supervised health work. The training in preventive medicine given to the student should be on the lines described under the heading "(B) Preventive Medicine for the General Practitioner" on pages 2 & 3 in Dr. Grant's note "Undergraduate Training in Preventive Medicine and Public Health". The method of teaching described is that which was developed in a modern college hospital and is quoted below for the sake of easy reference.

"Patients residing in the Area who visited the hospital were utilised for follow-up from the preventive standpoint. Preventive teaching was based upon the following generalisations: (a) The primary aim of medical education is the preparation of general practitioners, (b) the goal of the medical profession should be medical service both preventive and curative, (c) a preventive habit is necessary to induce the general practitioner to adopt in his daily practice of medicine an attitude and spirit of scientific prevention, (d) habit can only be cultivated through the repetition of the same function under certain conditions. A preventive habit in clinical medicine can only be cultivated in the practice of clinical medicine and not elsewhere.

The procedure adopted was as follows: (a) individuals for preventive study were obtained through the hospital and outdoor, (b) investigation of the social-environmental factors of the cases and the microbiological aetiology of the disease was undertaken by officers of the Health Station of the Area.

(i) The first visit was to investigate home environmental factors, personal habits, family attitude and other social, health or related factors which might have a bearing on the illness;

(ii) The second visit was to check the extent to which the patient and family co-operated in following treatment and advice;

(iii) Subsequent visits were to collect any missing data and for follow-up of the case;

(ii) Finally, at dismissal of a case, a summary was made of the findings including statements commenting on the value of the permeation procedure in the case.

Due both to the crowded clerkship period as well as that certain diseases more readily lend themselves to demonstration of prevention, preventive routines were practised only in the following eleven categories :—

1. Smallpox
2. Diphtheria
3. Scarlet Fever
4. Typhoid Fever
5. Syphilis
6. Gonorrhoea
7. Tuberculosis
8. Ante-natal cases
9. Postpartum cases
10. All children below age of five
11. Infantile diarrhoea.

A special officer from the Department of Public Health of the College was detailed specifically to the hospital to supervise the cases and the students' routines. Briefly the latter were as follows : All patients coming to the hospital from the area were designated by record forms of a special colour in order that students and hospital staff would be aware of the patients' residence. The Registrar notified the names of all such cases immediately to the Department's medical officer at the Health Station. Each case was taken up by a health visitor until the case was closed and where indicated by a medical officer. The reports of the results of the preventive measures undertaken were sent from the Health Station for inclusion in the patient's hospital record. In the meantime, if the patient was a hospitalized case, the medical clerk after completing his clinical routines, and if the case came under one of the 11 categories, would go to the patient's home to determine the social-environment or specific microbiological factors causing the disease and diagnose the preventive measures that might be indicated in each instance. This the student would add to his record of the case. Then on ward-rounds, the student would present 2 diagnoses : first, as to the clinical condition ; and second, as to the aetiological factors together with, in each instance, the therapeutic recommendations indicated. Diagnoses and therapy would then be commented upon consecutively by the clinician and the public health officer. In case of death and autopsy, the case would be presented at the routine clinical-pathological-conference where diagnosis, etiology and prevention would be discussed jointly by the pathologist, clinician and the public health officer. Preventive results over a period reported were : Failed 8%, Indifferent 25%, Benefitted 67%. The most essential factor in " failure " or " indifferent " was social economic in a community whose economic level was approximately that of urban India, the chief reason being that the College was not willing to provide the per capita funds for prevention which it provided for treatment. Thus while, on teaching grounds the hospital gave free treatment to 55% of patients and costing several lakhs per annum in order to demonstrate clinical diagnosis and therapy, the few required dollars per case were unobtainable to prevent recurrence of the etiological causes bringing the case to the hospital in the first instance."

3. Public health administration has three objects in view, namely, the maintenance of health, prevention of sickness and early diagnosis and cure of disease. It seeks to achieve these objects through organized community

effort in order to ensure their more effective fulfilment than if left to the responsibility of the individual. In the training of the medical student the responsibility for each of these different aspects of public health is shared by various teaching departments. For instance, the teaching of the student in the medical knowledge necessary for the maintenance of health is the responsibility chiefly of the Department of Physiology. That of prevention of disease is shared between Microbiology and Pathology; and the teaching of the application of the methods of early diagnosis and preventive treatment of disease is a responsibility shared between the teachers of Clinical Medicine, Surgery and Obstetrics. The task of the Public Health and Preventive Medicine Department of the college is that of demonstrating to the student the utilisation of the instruction given in these several departments in the life of the community, through organised effort, in order to achieve the three objectives outlined above. Such training can be given adequately only if the students are afforded opportunities to teach themselves through participation in the preventive health work carried out in a field centre under the direction of teachers, who are the health administrators. Separate urban and rural centers will be required for each medical college because the environmental and other health factors associated with the two types of areas vary widely.

4. An essential feature of such field training centres should be the provision for the required administrative control to the authorities of the medical college concerned. A method by which such control, on a basis of cooperation between local health authorities and the management of the college can be secured, may be illustrated by describing the Singur Health Centre which has been recently organised under the joint auspices of the Government of India and the Government of Bengal and which provides a field training centre to the All-India Institute of Hygiene and Public Health, Calcutta. The Government of Bengal and the Local authorities of the area included within the scheme together shoulder the financial burden for the health organisation that has been set up for the routine health administration of the centre. At the same time the Government of India is cooperating in the scheme by making available to the centre the technical advice and guidance which the Director, Professors and their Assistants of the Institute can offer. There is a Technical Adviser consisting of the Director of the Institute, the Director of Public Health, the Surgeon-General with the Government of Bengal and certain other officials. The day to day administration is in the hands of a Committee consisting of the Professors of Institute. The recruitment of personnel is to be done by the Technical Advisory Committee in order to ensure that the requisite standard of professional skill and training is secured.

In order to give the staff of the Institute the requisite legal standing for active participation in the health administration of the area, the necessary legal powers and the status of health officers have been conferred on them by the Government of Bengal.

5. From the point of view of the Provincial Government the main advantage that the centre offers is that it provides facilities for the development and demonstration of efficient methods of administration and for the training of health personnel in these methods. Successive batches of different types of health personnel will have to be trained if an adequate expansion of health services in the province is to be attempted within a reasonable length of time.

6. From the point of the Institute the advantages are that the centre provides facilities corresponding to a teaching hospital for the field training of the students as well as opportunities for the different sections of the Institute to investigate community health problems and experiments in methods of administration.

7. Another fundamental requirement for organising the teaching of social medicine on sound lines is the provision of an adequate social service attached to the teaching hospital. Such a service does not exist at present anywhere in India. The development of facilities for the training of hospital social workers is therefore urgently required.

8. As regards lectures, 25 hours should be devoted to an introductory course in social medicine, this training being given as early as possible in order to orient the outlook of the student. Perhaps the period which has been designated as a bridge between the pre-clinical and the clinical studies may prove suitable for the purpose. Fifty hours of lectures on public health are recommended for the third year and another week, comprising in all about 25 hours, between the 4th and 5th year, should be devoted to giving the students theoretical instruction regarding community health administration. Thus the theoretical training will total 100 hours.

9. As regards practical training, it is essential that the student should get one month's clerkship in the 4th year in the urban and rural centres together. After the qualifying examination of the total period of one year of internship, at least three months should be devoted to training in public health administration in the two types of centres. In view of the importance of the rural health problem in the country it is desirable that, of this period of internship, at least two months should be spent in the rural training centre. On the other hand, of the proposed clerkship of one month in the fourth year, the period may be equally distributed between the urban and the rural centres.

APPENDIX 30.

Estimates of staff for a medical college put forward by the Goodenough Committee.

General Notes.—(1) The nature of the appointments is indicated as follows:

- W.T. (M) .. Whole-time appointment on staff of the medical school.
 W.T. (C) .. Whole time service within the teaching centre, although only a part-time member of the staff of the medical school.
 P.T. (C) .. Part-time teacher of medical school and part-time member of medical staff of the teaching centre.

(2) The estimates are considered reasonable for a school that admits approximately 100 students a year to both the pre-clinical and clinical parts of the course.

(3) As stated in the report a common pattern of staffing for all medical schools would be undesirable. There are bound to be considerable local variations. *The estimates set out below are quoted merely to illustrate the scale of staffing which the Committee considers will have to be aimed at in future. Provision in the various departments not included among these examples should be of an order that will secure a proper balance.*

(4) It has been assumed that there will be a centralization of various services and accommodation, such as animal houses, mechanical and carpentry workshops, photographic and art departments. The technical staff given in the examples below is *exclusive* of technical staff on such centralized services.

(5) The provision for secretary-typists is intended for both medical school and hospital work of the departments.

DIVISION OF PRE-CLINICAL STUDIES.

DEPARTMENT OF ANATOMY.

Assumption.—The department will be responsible for teaching histology and the morphological aspects of biology, as proposed in chapter 7 of the Report.

- 1 Professor W.T. (M) .. Head of the department.
 2 Readers or senior lecturers. W.T. (M) .. Normally the two readers will be specialist in those branches of anatomy in which the professor is not a specialist thus, if the professor is an embryologist, one of the readers might be a specialist in neurology and the other in the biological aspects of anatomy and possibly also in histology.
 2 Lecturers W.T. (M).
 Assistant W.T. (M).

(It has been assumed that the above will devote approximately half time to teaching and halftime to research).

- 6—8 Demonstrators .. W.T. (C) .. The number of demonstrators required will vary according to the amount of time which each person devotes to the department. The estimate of 6—8 is based on the assumption that, on average, each demonstrator will spend 4—5 half-days a week in the department of anatomy, spending the rest of his time in the clinical departments.
 some may be W.T. (M).

- 1 Teacher of radiological anatomy. .. Probably W.T. (C) but part-time (i.e. 2—3 half-days a week) in anatomy department. Preferably this teacher should be on the diagnostic side of the radiology department of the parent teaching hospital.

Technical assistants [all W.T. (M)].

- 2 Grade A technical assistants .. One, say, for dissecting room, etc., and the other for histology and embryology.
- 2 Grade B technical assistants .. One, say, for biological work and the other for photo-micrography.
- 3 Grade C technical assistants.
- 2 Laboratory apprentices.
- Cleaners.

[See General Note (4) above].

Secretarial assistance.

- 1 Secretary-typist .. W.T. (M).

PHYSIOLOGY (INCLUDING BIOCHEMISTRY, PHARMACOLOGY AND PSYCHOLOGY).

Assumptions.—(1) The department will normally be organised in 3 sub-departments, viz. :—(i) human physiology; (ii) biochemistry (including biophysics); (iii) experimental physiology and pharmacology. (In some schools, experimental physiology and pharmacology may form separate sub-departments, while in other schools a sub-department of pharmacology might be associated with one of the clinical departments).

(2) At the head of each sub-department will normally be a professor, reader, or senior lecturer.

(3) One of the professorial heads of the sub-departments will act also as the head of the whole department.

- 3—4 Heads of sub-departments. W.T. (M) .. Each a professor or reader or senior lecturer.

- 4 Lecturers .. W.T. (M) .. To act as deputies to heads of sub-departments.

- 8—10 Assistant lecturers, assistants and demonstrators. A few W.T. (M), the rest W.T. (C). Distributed among sub-departments as required. As in the department of anatomy most of these teachers may be part-time in the department of physiology and part-time in the clinical departments.

Technical assistants [all W.T. (M)].

- 1 Grade A technical assistant .. } Distributed among the various sub-departments as required.
- 3—4 Grade B technical assistants .. }
- 4—5 Technical assistants in training .. }
- Cleaners.

[See General Note (4) above].

Secretarial assistance.

Minimum of 3 Secretary-typists [W.T. (M)].

DIVISION OF PATHOLOGY.*

Assumptions.—(1) The division of pathology will normally be divided into 4 departments, viz. :—(i) morbid anatomy; (ii) bacteriology (iii) chemical pathology; (iv) clinical pathology.

(2) At the head of each department will be a professor, reader or senior lecturer.

(3) The director of the division of pathology will be the departmental head most suited to administrative work.

(4) The various departments will be responsible for the pathological work of the parent teaching hospital and perhaps also of certain associated teaching hospitals.

4 Departmental heads ..	W.T. (M)	..	Professors, readers or senior lecturers.
4 Lecturers ..	W.T. (M)	..	One for each department. They will be persons of 4 or more years' experience in their subject.
4 Resident assistants ..	W.T. (M)	..	One for each department. They will be persons who propose to make a career in pathology.
4 Demonstrators ..	W.T. (M)	}	One whole-time and one part-time for each department. Some may be obtaining experience in pathological procedures before embarking on a career in clinical medicine or surgery.
4 Demonstrators ..	W.T. (C)		

In some places additional assistants may be required in one or more of the departments. Additional staff, such as post-graduate trainees in pathology (i.e. men who intend to become pathologists but are not yet fitted to be in charge of either routine work or teaching) and special research workers, may be distributed among the departments of the division as may be convenient. Pathologists working with special departments have not been included.

Technical assistants. [W.T. (M)].

	Morbid Anatomy.	Bacteriology.	Chemical Pathology.	Clinical Pathology.
Grade A technical assistant.	1	1	1	1
Grade B technical assistant.	4 (1 for post-mortems. 1 for museum, 1 for teaching, 1 for research.)	1 for media 1 for teaching. 1 for research	1	5 (3 for hospital work, 1 for teaching; 1 for research).
Grade C technical assistant.	2	2	2	2
Boy in training ..	1	1	1	1
Cleaners ..	1	1	1	1

[See General Note (4) above].

Secretarial assistance. [W.T. (M)].

Secretary-typist ..	2 (1 for post-mortems and museum).	1	1	1
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DIVISION OF MEDICINE.

DEPARTMENT OF GENERAL MEDICINE (INCLUDING NEUROLOGY).

Assumptions.—(1) For the purposes of teaching and research the department will have a whole-time professor of medicine as its academic head, and for teaching and research purposes will be organized on the lines described in chapter 9, paragraph 20.

(2) The department will have 250 beds.

(3) The professor of Medicine will be the academic head of the division of medicine.

- | | | |
|--|---|---|
| 1 Professor of medicine | W.T. (M) .. | Academic director of department and physician in teaching centre. |
| 2 Readers or senior lecturer. | W.T. (M) .. | One will be deputy academic director. Each will be a physician in teaching centre. |
| 8 Physicians and assistant physicians. | Most P.T. (C) :
but some of the junior assistant physicians may be W.T. (C). | It has been assumed that these clinical teachers will normally devote half-time or more to the work of the teaching centre (including teaching and research). |
| 10 Assistants .. | .. W.T. (C) .. | Includes grades now some-times called Registrar. Four of the assistants should be resident. |
| 10 Pre-registration house-physicians. | W.T. (C). | |

In some medical schools there may be in addition to the professor of medicine other whole or part-time professors in this department, *e.g.*, a professor in neurology.

Technical assistants.

- | | | |
|---|-------------|---|
| 5 Technical assistants of various grades. | W.T. (M) .. | To serve all departments of the division of medicine. |
|---|-------------|---|

Secretarial assistance.

- | | | |
|------------------------|-------------|---|
| 6 Secretary-typists .. | W.T. (M) .. | To serve all departments of the division of medicine. |
|------------------------|-------------|---|

[With regard to other departments in the division of medicine see General Note (3) above.]

DIVISION OF SURGERY.

DEPARTMENT OF GENERAL SURGERY.

Assumptions.—(1) For purposes of teaching and research the department will be organized on the same lines as the department of general medicine and will have 250 beds.

(2) Surgical specialities are included except ear, nose and throat and ophthalmic departments.

- | | | |
|---------------------------------------|-----------------------------------|--|
| 1 Professor of surgery .. | W.T. (M) .. | Academic director of the department and surgeon in the teaching centre. |
| 3 Readers or senior lecturers. | W.T. (M) .. | Deputy academic directors of department (one may be a reader in experimental surgery). |
| 8 Surgeons .. | .. P.T. (C) .. | Devoting half-time to the work of the teaching centre (including teaching and research). |
| 10 Assistants .. | .. Some W.T.(C), others P.T. (C). | Some will be resident. |
| 8—10 Pre-registration house-surgeons. | W.T. (C). | |

In some schools there may be, in addition to the professor of surgery, other whole time or part-time professors in this department.

Technical assistants. [W.T. (M)].

- | | | |
|---|----|---|
| 5 Technical assistants of various grades. | .. | To serve all departments of the division. |
|---|----|---|

Secretarial assistance.

- | | | |
|------------------------|-------------|---|
| 6 Secretary-typists .. | W.T. (M) .. | To serve all departments of the division. |
|------------------------|-------------|---|

[With regard to other departments of the division of surgery see General Note (3)]

DIVISION OF OBSTETRICS & GYNAECOLOGY.

Assumptions.—(1) For the purposes of teaching and research the division will have a whole-time professor of obstetrics and gynaecology as its academic head.

(2) The division will have 100 obstetrical and 50 gynaecological beds.

(3) The staff will be responsible for some domiciliary midwifery work, and for the teaching of both obstetrics and gynaecology.

1 Professor W.T. (M) .. Academic director.

1 Reader or senior lecturer. W.T. (M) .. Deputy academic director.

2 Obstetricians and gynaecologists. P.T. (C) .. Will be senior clinical teachers.

6 Assistants W.T. (C) .. This number is desirable if the division is to train future specialists.

7 House-surgeons .. W.T. (C). ..

[One of the senior staff and one of the assistant physicians on the staff of the department of child health will be associated with the division of obstetrics and gynaecology in respect of the care and management of new-born infants.]

Technical assistants. [all W.T. (M)].

3 Technical assistants of various grades.

Secretarial assistance.

3 Secretary-typists .. W.T. (M).

APPENDIX 31.

Draft courses for the Bachelor of Dental Surgery Degree.

The degree of Bachelor of Dental Surgery shall be awarded to a candidate who having passed the Intermediate examination in Science of an approved University with Physics, Chemistry and Natural Science as the subjects of study has put in attendance at approved courses of study for a period of not less than four years. There shall be four examinations, 1st, 2nd, 3rd and Final professional examinations for the B. D. S. The examination shall be written, Oral and Practical. The subjects covered in the different years of study shall be as follows :—

Four years' B. D. S. Course.

(Open to students who have passed the F.Sc. Examination medical Group, or equivalent examination).

FIRST YEAR.

(a) Lectures :—

1. Human Anatomy.
- 2 Human Physiology with Histology.

(b) Practical :—

1. Dissections and Anatomical Demonstrations in Anatomy.
2. Practical Physiology with Histology.

First Professional B. D. S. Examination in Anatomy and Physiology with Histology.

SECOND YEAR.

(a) Lectures :—

1. General and Dental Materia Medica.
2. General Pathology and Bacteriology.
3. Medicine.
4. Surgery.
5. Human and Comparative Dental Anatomy, Physiology and Dental Histology.
6. Junior Dental Prosthetics.

(b) Practical :—

1. Elementary Pharmacy and Demonstrations in General Materia Medica.
2. Practical Pathology and Bacteriology.
3. General Hospital Practice with instructions in Clinical Medicine and Surgery in the Hospital.
4. Practical Dental Histology.
5. Dental Prosthetics Laboratory Instructions.

Second Professional B. D. S. Examination in General Pathology and Bacteriology, Human and Comparative Dental Anatomy, Physiology and Dental Histology and General and Dental Materia Medica.

THIRD YEAR.

(a) Lectures :—

1. Medicine.
2. Surgery.
3. Dental Surgery and Pathology with Dental Bacteriology.
4. Senior Dental Prosthetics. Crown and Bridge Prosthesis.
5. Dental Metallurgy.
6. Operative Dentistry.

(b) Practical :—

1. General Hospital Practice with instructions in Clinical Medicine and Surgery in the Hospital.
2. Practical Dental Pathology and Bacteriology.
3. Dental Prosthetic Laboratory Instructions.
4. Junior Tutorial Practical Class in Operative Technique.
5. Dental Hospital Practice.

Third Professional B.D.S. Examination in Medicine, Surgery, Dental Surgery and Pathology with Dental Bacteriology.

Fourth Year.

(a) Lectures :—

1. Oral Surgery and Anaesthetics.
2. Orthodontia.
3. Dental Radiology.

(b) Practicals :—

1. Clinical Demonstrations in Orthodontia, Dental Radiology and Dental Surgical cases.
2. Dental Prosthetic Laboratory Institutions.
3. Senior tutorial Practical Class in Operative Technique.
4. Dental Hospital Practice.

Final Professional B.D.S. Examination :—

Part A :—

1. Dental Prosthetics including Crown and Bridge Prosthesis.
2. Dental Metallurgy.

Part B :—

1. Operative Densitry and Dental Radiology.
2. Oral Surgery and Orthodontia.

APPENDIX 32.

Syllabus for the 'Diploma' course in Pharmacy.

Admission requirements, etc.—Matriculates or candidates with equivalent qualification will be eligible for admission to this course. Students with additional training in mathematics and science subjects will be given special preference at the time of admission. The candidates must be not less than 15 years of age at the date of admission. The Matriculation certificate or a certificate from the head of the institution in which the candidate last studied will alone be accepted as evidence of age.

Persons who have passed the Compoundership Examination under the State Medical faculty of Bengal may join the Diploma in Pharmacy Course, if desired. Such students will be required to undergo training for one year only. The course of studies and special exercises which they will have to take will be decided by the Pharmaceutical Council that will be created, subject to the final sanction of the local Government.

Terms, lectures, etc.—The course of study will be for two years. A year shall be split into two terms of four and half months each, inclusive of holidays, for theoretical lectures and practical work in the institution. The last three months of the year shall be set apart for practical work either in recognised drug stores, hospitals, or manufacturing firms (apprenticeship period). If this cannot be arranged, this period may be spent in the college laboratory doing special practical exercises under the guidance of teachers. The first term may be fixed from 1st July to 14th November and the second term from 15th November to 31st March. The apprenticeship period will therefore fall from the 1st April to 30th June of each year.

Every lecture shall cover a period of not less than 45 minutes inclusive of time allowed by the college rules for the assembling of the students. A period of practical work or class exercise or class examination of not less than 45 minutes shall be considered to be equivalent to a lecture.

No student shall be considered to have prosecuted a regular course of study in any subject for an examination unless he has attended at least 75 per cent. of the lectures delivered in that subject.

The candidates must maintain laboratory note-books for all practical classes which shall be examined and marked by the examiners. The note-books must be signed at frequent intervals by the Professor under whom the candidates work.

Class examination, etc.—The candidates shall be required to pass an examination in each term which will generally be held in the last week of each term and shall consist of written, oral and practical examinations in which due consideration shall be given to the credits obtained by the examinees during their whole sessional work. A student failing to pass in two subjects in a term will not be promoted to the next higher class. For those who fail in one subject only, a provisional promotion to the next higher class may be permitted, provided he submits to a fresh examination in this subject during the period of the second term. Fresh attendance at theoretical lectures and practical demonstrations need not be insisted upon unless the candidates have also failed in the practical part of the test examination or have proved themselves particularly backward in sessional work. A candidate who has secured the minimum pass marks in sessional work in

any subject at any examination, if re-appearing at the same examination in any subsequent term, may have his previous pass marks in the sessional work in that subject re-credited to him.

Final examination.—The final examination shall be conducted under the auspices of a Board authorised to grant the diploma. The examination shall be held twice a year and shall consist of written, oral and practical examination. Sessional work will also be taken into consideration. Diploma will be granted after passing the final examination and on satisfactory completion of at least two apprenticeship terms in a recognised institution to be decided upon by the "Pharmaceutical Council".

A candidate who fails to pass the final examination may be admitted to one or more subsequent examination provided that he has attended a fresh course of instruction to the satisfaction of the Principal of the college. After four failures, a candidate shall not be admitted to any further examination.

Curriculum for the Diploma in Pharmacy Course, showing the distribution of subjects to be taught in each term, and the number of lectures and practical classes.

				Theoretical classes per week (hours).	Practical classes per week (hours).
First year—First term:					
1. Biology—	(i) Botany	..	..	2	4
	(ii) Zoology	..	..	2	4
2. Physics	..	..	..	2	2
3. Inorganic Chemistry	..	..	..	2	2
4. Anatomy and Physiology	..	..	..	4	4
5. Pharmaceutical Arithmetic	..	..	..	1	..
Total	..	..	..	13	16
First Year—Second term:					
1. Physics	..	..	..	2	2
2. Inorganic Chemistry	..	..	..	2	2
3. Theory and Practice of Pharmacy	..	..	..	4	4
4. Pharmaceutical Latin	..	..	..	1	..
5. Hygiene, First Aid and Dressing:					
	(i) Hygiene & Sanitation	..	..	2	..
	(ii) First Aid	..	..	2	2
	(iii) Dressing	..	..	1	2
Total	..	..	..	14	12
Second Year—First Term:					
1. Organic Chemistry	..	..	..	4	4
2. Pharmacognosy	..	..	..	3	4
3. Theory and Practice of Pharmacy	..	..	..	2	2
4. Dispensing Pharmacy	..	..	..	2	4
5. Forensic Pharmacy	..	..	..	2	..
6. Pharmaceutical Economics	..	..	..	3	..
7. Quantitative Analysis	..	..	..	..	8
Total	..	..	..	16	22

	Theoretical classes per week (hours).	Practical classes per week (hours).
Second year—Second Term.		
1. Pharmaceutical Chemistry	4	6
2. Theory and Practice of Pharmacy	4	8
3. Dispensing Pharmacy	2	4
4. Pharmacognosy	3	4
5. Materia Medica, Pharmacology and Toxicology	4	..
Total ..	17	22

The two-year curriculum for the Diploma in Pharmacy Course Showing the number of Lectures and Practical classes required.

	Lecture hours.	Lab. hours.	Total hours.
Biology (i) Botany	25	30	55
(ii) Zoology	25	30	55
Anatomy and Physiology	60	30	90
Physics	60	60	120
Inorganic Chemistry	40	60	100
Qualitative and Quantitative Analysis, including clinical examination of urine .. ..	..	120	120
Organic Chemistry	60	60	120
Theory and Practice of Pharmacy (including Pharmaceutical Technique and Operations, Examination of Pharmacopoeial substances, etc.)	150	150	300
Dispensing Pharmacy	60	120	180
Pharmacognosy	50	90	140
Pharmaceutical Chemistry	80	60	140
Pharmaceutical Latin	20	..	20
Pharmaceutical Arithmetic	20	..	20
Pharmaceutical Economics	20	..	20
Forensic Pharmacy	30	..	30
Hygiene, First-Aid and Dressing—			
(i) Hygiene & Sanitation	30	..	30
(ii) First-Aid	30	30	60
(iii) Dressing	15	30	45
Materia Medica, Pharmacology and Toxicology	60	..	60
Total ..	835	870	1,705

*Note:—*The “Syllabus” is intended to indicate the subject matter that may be profitably taught, the minimum amount of time that should be spent in presenting such material to the students and the examinations that should be conducted to test the professional and applied knowledge of the candidates. It is not designed to interfere with any flexibility in course of study or freedom in methods of instruction as may be thought fit by the teaching staff.

APPENDIX 33.

Syllabus and entrance requirements for the proposed Diploma in Public Health Engineering.

The course will consist of academic instruction and demonstrations for 8 months or 1,150 working hours, followed by an examination, and 6 months of assigned practical training at selected centres. In the case of candidates not already in services, the practical training will be extended to 1 year. The candidate will be awarded a degree or diploma such as M. Sc. (Public Health Engineering) after satisfactory completion of practical training.

Admissions should be restricted to Engineers between the ages of 25 and 40, already engaged in the Provinces and States of India, industrial organisations, municipalities and corporations, on works related to public health,—such as water supplies, sewage works, refuse disposal, housing, malaria, control, etc. Applicants should be carefully selected, should possess a degree in engineering as proof of a theoretical background and should be recommended by their employers for the special course. They should be given leave and other facilities. They should be guaranteed security of their position.

SYLLABUS.

The course will include the study of eight compulsory subjects and one of three optional subjects.

COMPULSORY SUBJECTS.

1. *Sanitary bacteriology*.—Bacterial environment, metabolism, carbon and nitrogen cycles. The role of bacteria in disease. Collection of samples of water for bacteriological examination. Bacteriology of water, sewage, soil, air, milk, etc. Sterilisation.

Approximately 14 lectures and 30 hours practical.

2. *Sanitary biology*.—Algae, fresh water biology, typical organisms of sewage, sludges, activated sludge, trickling filters, etc. River pollution and beach pollution and their effects. Life of animals and insects concerned in the transmission of important diseases. Disinfection, fumigation, disinfection. Elementary physiology and nutrition.

Approximately 48 lectures and 30 hours practical.

3. *Epidemiology and Public Health Administration*.—Origin and spread of the more common diseases such as malaria, smallpox, cholera, typhoid, plague, typhus, influenza, tuberculosis, etc. Relation between environment and health. Personal hygiene and prophylaxis. Organisation and administration of public health in India and elsewhere. Port health and quarantine.

Approximately 45 lectures and 30 hours practical.

4. *Statistics*.—General and vital statistics. Application of statistics to engineering problems of rainfall, run off, floods, population growth, sewage and water treatment.

Approximately 25 lectures and 40 hours practical.

5. *Water supply and sewerage*.

(a) *Water Supply*.—Design of projects of various types. Methods of preliminary investigation of new projects. Estimates of requirements of water, and the development and conservation of various types of sources of water supply. Rainfall, runoff, and yield of catchments. Statistical analysis of data of estimation of minimum yield, maximum floods, etc.

Ground water. Relation between geology and water supplies. Yield and development of wells and tube wells. Design and construction of river intakes, storage works, clear water and service reservoirs, balancing tanks, stand pipes, pumping stations, etc. Design of pumping plant, air lift systems, etc. Distribution systems, pressures and capacity. Specification and construction of water works ; pipe lines and ancillaries. Pumping. Hot water supply. Economics and maintenance of water works.

(b) *Drainage and sewerage*.—Design and investigation of sewerage and drainage projects. Estimation of sewage, infiltration of ground water and storm water from data on population, soil, intensity and duration of storms, etc. Hydraulics and design of separate and combined sewers and drains, syphons, separators, manholes, silt pits, etc. Ventilation, cleansing and maintenance of drains and sewers. Design of sewage pumping stations and equipment.

Approximately 100 lectures and 200 hours practical.

6. *Theory of water purification and sewage treatment*.—Wholesome water. Standards for public and industrial use. Quality of water and sewage. Chemical and bacteriological analysis and their significance. Biochemical oxygen demand and its determination. Principles of sedimentation, coagulation, control of algae, filtration, aeration, taste and odour control, disinfection of water and sewage effluents. Water softening. Corrosion control and incrustation control. Removal of iron, manganese, etc. Sedimentation of sewage. Anaerobic digestion of sludge. Sludge gas collection and utilisation. Activated sludge process. Trickling filters. Stability tests for sewage effluents and determination of their strength. River pollution problems. Analysis and specifications of chemicals used in water purification and sewage treatment. Manurial value of sewage. Dilution and irrigation. Elementary analysis of gases.

Approximately 40 lectures and 60 hours practical.

7. *Design of water purification and sewage treatment plants*.—(a) Design and construction of structures for screening, aeration, chemical treatment, (coagulation), rapid and slow sand filtration, disinfection, softening, deferrisation etc. Water laboratories.

(b) Design and construction of structures for screening, grit removal, sedimentation and skimming of septic, Imhoff, sludge digestion and humus tanks ; trickling filters, contact beds, activated sludge plants, sludge drying beds, vacuum filters etc. Disposal of effluents on land and in waters. Estimating river pollution and safe loads for self purification. Sewage laboratories.

Approximately 100 lectures and 130 hours practical.

8. *General sanitation*.—(a) Street cleansing, refuse collection and disposal by various methods, including incineration and composting.

(b) Ventilation, air conditioning, heating, cooling, noise and dust control, smoke abatement. Methods of air and gas analysis, dust counting etc.

(c) Principles of village and town planning, zoning, healthful housing, and slum clearance.

(d) Type plans, construction and sanitation of hospitals, schools, slaughter houses, dairies, food and drink establishments, markets, eating establishment, swimming pools, disinfector stations, etc. Rat proof and fly proof and mosquito proof construction. Sanitary survey and reporting.

(e) Rural sanitation problems. Latrines and trenching grounds.

Approximately 40 lectures and 70 hours practical.

Optional Courses (of which one is to be selected).

1. *Malaria engineering*.—Life history and habits of vectors. Malaria surveys. Recurrent, naturalistic, and permanent methods of controlling larvae and adult mosquitoes. Design of antimalarial drains in various circumstances. Canalisation. Flushing. River training. Clearing. Sub-soil drainage. Filling. Adult spray killing methods. Construction of sprays. Preparation of larvicides and insecticides. Screening of houses. Relation between engineering construction, irrigation and malaria. Malaria control for engineering projects, etc.

Approximately 25 lectures and 75 hours practical.

2. *Industrial Hygiene*.—Elementary physiological hygiene. More detailed class and laboratory instruction on ventilation, air conditioning, dust, smoke and fume control, occupational risks, abnormal atmospheres, safety measures, comfort, etc.

Approximately 25 lectures and 75 hours practical.

3. *Disposal of industrial wastes*.—Nature and treatment of wastes produced at various stages in the leading industries in India, such as textiles, paper, brewing, tanning, dyeing, metals, etc., etc.

Approximately 40 lectures and 60 hours practical.

Practical training for the degree of Master of Science in Sanitary Engineering.

The academic instruction for 8 months proposed for this course will be supplemented by practical training as in the case of other branches of engineering in order to give the student a real insight into some of the actual problems awaiting him, and the prevailing engineering practices, whether they are modern or out-of-date.

The practical training will consist generally of the following :—

(1) Engineering and Sanitary investigation of projects—for water supplies, improvements etc. for drainage, sewage purification etc. for 25 working days.

(2) Design, drawing and estimating for such projects for 25 working days.

(3) Actual construction of sanitary works—water supplies, sewage works, refuse disposal plants, markets, hospitals etc.—for 25 working days.

(4) Operation and maintenance of water purification plants, sewage treatment plants, refuse treatment plants, laboratory control of plant operation etc.—for 25 working days.

Additional training may be given in the optional subjects, or the training outlined above may be intensified or prolonged at the option of the candidate or of the Director of the Institute.

The training may be arranged with the public health engineering departments of the Governments of Madras, Bombay, Delhi, Punjab, United Provinces, Bengal and Mysore, or with Corporations of Madras, Bombay, Karachi and Calcutta or at Tatanagar or Hyderabad (Deccan). In each case the Director of the Institute will negotiate and arrange details to ensure the right type of training and supervision. Students will be consulted and assigned to their own provinces for training if possible. In special circumstances, a student who is employed already on important public health engineering works may be allowed to count his service towards such practical training.

During the period of practical training students must work under the administrative control of the officers to whom they are assigned, and observe all the disciplinary rules in force. They must submit a report on their work and a record of their attendance through the respective officers under whom they may be undergoing training. The officers will also report confidentially to the Director, about the work of the trainees. Besides, the Professor of Sanitary Engineering may, if he wishes, inspect the work of the students during their training.

When the practical training prescribed or approved for each student has been satisfactorily completed, the Director will recommend the award of the degree to the student.

APPENDIX 34.

Course in Public Health engineering for engineering students qualifying for a degree in Engineering.

I. Introduction.—Engineering operations must be carried out without endangering public health. The best way to ensure this will be by providing elementary instruction on the essential principles of health, the causation of disease, the relation between engineering construction and public health, and the ways in which the engineer can cooperate with the health organisation in the ordinary course of his duties.

The present graduate course in engineering is already overburdened and involve the applications of basic scientific principles in various fields. Sanitary engineering is taught only to civil engineers, mainly as the application of the principles of hydraulics in the field of water supply, drainage and sewerage. It occupies a minor place in the curriculum leading to a Civil degree. It cannot be called public health engineering, though it is the nearest approach to it.

II. Scope and weightage to be allotted to the course.—It is obviously impossible to teach public health engineering in detail, but every engineer and subordinate may be given instruction in elementary public health principles through lectures for about 30 hours in the class room and demonstrations for 50 hours, without seriously overburdening the course. There must be a separate paper on public health engineering for all engineering students, carrying 5 to 8% of the total marks in the final examination.

III. Syllabus.—The syllabus may be as follows :—

	Lecture. hrs.	Demon- strations. hrs.
A. Introductory :		
Scope of public health and sanitation, Evolution of modern public health, ancient and modern theories	1	..
Elementary physiology and nutrition	2	4
B.—Communicable Diseases :		
Bacteria,—their biology, environment, metabolism, functions in nature's economy-carbon and nitrogen cycles, etc.	2	8
Infection, contagion, transmission, incubation, contacts, carriers, immunity, epidemics and endemics	1	..
Cholera, typhoid, dysentery	1	..
Smallpox, vaccination, vaccines, viruses, colds, influenza	1	..
Plague	1	..
Malaria, yellow fever, dengue	1	..
Hook worm	1	..
Tuberculosis	1	2
C. Entomology :		
Mosquitoes	1	2
Flies	1	2
Rats and fleas, lice	1	2
D. Application :		
Personal hygiene	1	..
Water, water purification, sanitary aspects	2	4
Sewage, sewage purification, latrines	2	4
Air, ventilation, dust, smoke, fumes and lighting	2	4
Refuse collection and disposal, fly control	1	3
Disinfection and disinfection	1	2
Food and milk, dairies, refrigeration, boiling, preservation, handling and transport, restaurants	2	3
Malaria control	2	4
Malaria and engineering construction	1	2
Hygiene of housing	1	2
	30	50

IV. *Position of this subject in the General Course.*—The best time to teach this course will be at the end of the 3rd year, or in the first term of the final year. The course requires only 16 additional working days and may actually be spread over a period of two months, allotting 2 hours every day for public health engineering during those 2 months. There are a number of holidays in the ordinary College term, and it will be possible to cut down these holidays by 16, or to give special evening classes. Thereby, no part of the regular engineering instruction need be omitted. But the course must form an integral part of the curriculum, and candidates must obtain a pass in this subject to qualify for the degree or diploma.

The instruction may be given by visiting lecturers if there is no competent person in the faculty of the College to teach any subject. Care must be taken to emphasise the engineering implications, not the clinical aspects.

APPENDIX 35.

A short course of training in public health engineering for engineering supervisors in small municipalities.

I. *Length of Course.*—The course may consist of academic instruction for 3 months, followed by assigned practical training for 3 months so as to meet their actual needs, on which the students will report in detail.

II. *The Curriculum may be as follows :*

	Hours.	
	Lectures.	Lab.
A. Introductory.		
Scope of public health and sanitation, ancient and modern theories	1	—
Elementary physiology and nutrition	3	6
B. (a) Elementary bacteriology, environment, biology, metabolism and functions of bacteria. Bacteria of water, sewage, milk, air, soil, use of microscope	6	15
(b) Biology of water purification and sewage disposal, river pollution, fish life, etc.	3	6
(c) Entomology—Mosquitoes, flies, rats, fleas, ticks, lice, sandflies, ankylostoma	7	14
(d) Chemistry of water purification and sewage treatment, including disinfection	6	12
C. Communicable diseases.		
Malaria, yellow fever, dangué	1	4
Plague	1	
Cholera, typhoid, dysentery	1	
Hookworm	1	
Tuberculosis	1	
Pneumonia, influenza	1	
Smallpox, chickenpox, etc.	1	
Epidemics and epidemic control	1	
Public health administration	1	
D. Statistics. ..		
General statistics, mean, standard deviation, rates, etc. ..	7	14
E. Application.		
Hydraulics	5	15
Water supply and purification, design, etc.	10	30
Latrines, sewerage, sewage disposal, drainage, refuse disposal, plumbing	10	30
Food and milk preservation, transport, handling, restaurants, markets, slaughter houses, etc.	3	9
Townplanning, zoning, housing, lighting, ventilation, dust control, factories, etc.	4	8
Malaria control	6	12
Rat control, fly control, rural sanitation, fairs and festivals, disinfection, etc.	5	10
	85	185

At the end of 3 months theoretical instruction, an examination will be held consisting of 2 written papers (one for parts A, B, C, D and the other for part E) and a practical test. The candidates who pass these will proceed to their practical training and report on it. If their work is satisfactory and their report shows capacity to deal with the problems that may face them, they may be awarded a "Certificate in public health engineering".

APPENDIX 36.

Curriculum of Studies for Sanitary Inspectors.

Subject.	Hours.
I.—Introductory.	
Scope of public health, sanitation, hygiene	1
Evolution of public health—modern public health methods	
Duties and obligations of a sanitary inspector—attributes essential for success	1
II.—Elementary physiology	
Personal hygiene	2
III. Communicable diseases.	
Infection, modes of transmission, channels of infection, incubation period; quarantine, contacts, carriers; missed cases, preventive measure ..	
Information about epidemics—Investigation, isolation, surveillance, disinfection.	
Epidemic and endemic diseases	1
Smallpox, vaccination	2
Cholera, inoculation	2
Typhoid, dysentery	2
Chickenpox, measles, mumps, whooping cough, diphtheria	2
Hookworm and hookworm treatment	2
Malaria	2
Leprosy, syphilis	1
Management of an outbreak of infectious diseases	1
Taking of specimens for bacteriological examination in plague, cholera, typhoid, rabies	1
IV.—Animals, insects, etc., carrying disease.	
Mosquitoes, anopheles.	
Flies.	
Rats and fleas.	
Bed bugs, lice	4
V.—Disinfection and disinfection.	
Water supplies.	
Concurrent and terminal disinfection in infectious diseases	3
Fumigation in plague work.	
VI.—Surveying and levelling and drawing.	
Chain survey, plane table, field sketching.	
Levelling, drainage.	
Drawing plans, sections, scales, enlargement reduction, reproduction ..	4
VII.—Building construction.	
Building materials.	
Building construction.	
Village and town planning.	
Estimating.	
Execution of works.	
Type plans.	
Ventilation, lighting, etc.	8
VIII.—Water supply.	
Sources, conservation.	
Sinking of wells and tube wells, repairs.	
Purification—settlement, filtration, disinfection.	6
Collection of samples.	11

Curriculum of Studies for Sanitary Inspectors—contd.

Subject.	Hours.
IX.—Collection and disposal of excreta and refuse.	
Latrines—different types.	
Soakage pits, urinals, catch pits.	
Septic tanks and title fields.	
Manure pits. Trenching.	
Refuse collection, organisation and methods.	
Composting, dumping 1	1
X.—Disposal of the dead 1	1
XI.—Collection of vital statistics.	
Machinery, population, census, rates, tabulation, infant mortality rates	4
XII.—Food and milk sanitation.	
Nutrition.	
Milk, dairies, slaughter houses, markets, sampling of food and milk ..	8
XIII.—Fairs and festive ; sarais, dharmasalas, Layont, water supply, latrines, refuse collection and disposal, control of animals and food establishments, control of communicable diseases, accommodation, cleaning up at end of festival, police.	
Sarais, dharamsalas, choultries 3	3
XIV.—School sanitation 1	1
XV.—Public Health Administration.	
Local and provincial set up.	
Relations with other departments 2	2
XVI.—Public health laws 6	6
XVII.—Health Education methods.	
Their importance in rural work.	
Personal contact, discussions, village and school talks, lantern, cinema, leaflets, press articles, exhibitions and type plans and models.	
School health procedures 4	4
XVIII.—Health Unit work 3	3
XIX.—Malaria control.	
Minor drainage and filling.	
Larval control by oiling and parisgreen.	
Adult spray killing.	
Malaria and irrigation.	
Naturalistic methods 4	4
XX.—Office routine 2	2
XXI.—Methods of inspection and carrying out of Sanitary surveys.	
Rural latrines, trenching grounds, wells, markets, slaughterhouses, offensive trades, camps, water supplies, reporting, carrying out repairs	13
XXII.—Maternity and Child Welfare 2	2
XXIII.—Legal procedures.	
Framing charges, evidence, etc. 6	6
XXIV.—Sewerage and sewage disposal, plumbing 6	6
XXV.—Offensive trades, industrial hygiene 2	2
XXVI.—Ventilation, atmospheric pollution 3	3
Seminars, tests, etc. 10	10
Total 140	140

Demonstrations and Exercises as Detailed.

	Hours.
1. Bucket latrine	1
2. Deep pit latrine	2
3. Bored hole latrine	2
4. Mound latrine	2
5. Water seal plate latrine	1
6. Public latrine	3
7. Squatting plates	1
8. Urinals	1
9. Septic tanks	1
10. Markets	1
11. Meat stalls	1
12. Dairies	1
13. Gala cartstand	1
14. Slaughter house	1
15. Offensive trades, Lime kiln	1
16. Tanneries	1
17. Wells, tube wells	1
18. Disinfection of wells	1
19. Disinfection of tanks	1
20. Chlorination of water	1
21. Trenching ground	1
22. Catch pits and sealed pits	1
23. Compost making	1
24. Refuse destructor	1
25. Camp incinerators	1
26. Water sample for analysis	1
27. Milk sample for analysis	1
28. Hookworm treatment	1
29. Vaccination against smallpox	1
30. Vaccination against typhoid and cholera	1
31. Widal test	1
32. Preparation of vaccine	1
33. Pasteur treatment and despatch and examination of brain for rabies in dogs	1
34. Housing	1
35. Disinfection of a house	1
36. Insanitary and obstructive buildings	1
37. Aerated water factories	1
38. Barbers' shop	1
39. Laundries	1
40. Maternity and child welfare clinics	1
41. Visit to health museum	1
42. Infectious disease hospital	1
43. Leprosy clinic	1
44. Blood for malaria	1
45. Specimens of faeces for hook worm infection	1
46. Dissection of rats for plague	1
47. Antimalaria measures	1
48. Cemetery	1
49. Sewage farm	1
50. Sanitary Assistant's office	1
51. M. O. H.'s office	1
52. Midwife's office	1
53. Birth and death registration	1
54. Tabulation of vital statistics	1
55. School sanitation	1
56. Health education procedure	1
57. Mosquito surveys	1
58. Calcid fumigation	1
59. Office routine	1
60. Court procedure	1
61. Water purification plant	1
62. Fairs and festivals	1

Exercises.

	Hours.
1. Construction of squatting plate	10
2. " pit latrine	2
3. " borehole latrine	7
4. " bucket latrine	5
5. " sealed pits	2
6. " catch pits	3
7. " water seal latrine	6
8. " public latrine	2
9. " urinals	14
10. " wells }	
11. " tube wells }	
12. Disinfection of water and test for efficiency	6
13. Sanitary inspection of eating house	2
14. Bakeries	2
15. Markets	2
16. Meat stalls	2
17. Fish stalls	2
18. Dairies	2
19. Cartstands and shandies	2
20. Grain stores	2
21. Slaughter houses	2
22. Offensive trades : Tanneries, Lime kiln and Brick kilns	2
23. Laundries	6
24. Trenching ground	1
25. Compost making	3
26. Manure pits	6
27. Incinerator	2
28. Water sample for analysis	6
29. Milk sample for analysis	12
30. Preparation for mass Hookworm treatment	2
31. Technique of vaccination against smallpox	3
32. Technique of vaccination against cholera	30
33. Blood for widal	30
34. Sample of dog's brain for examination for rabies	4
35. Housing with regard to Housing laws	4
36. Cooly lines and temporary labour camps	8
37. Disinfection of a house and articles within	6
38. Insanitary buildings	4
39. Obstructive buildings	4
40. Barber's shop	4
41. Aerated water factories	2
42. Health centres	2
43. Leprosy clinic	4
44. Taking blood samples for malaria	2
45. Taking specimen of faeces for examination	6
46. Rat dissection	4
47. Cemetery and cremation ground	4
48. Sewage farm	4
49. School health survey	4
50. Health Survey of village, sarais, dharamsalas	2
51. Mosquito larval survey	2
52. Court procedure	4
53. Plumbing	3
54. Water supplies, chlorination testing, etc.	4
55. Sewage	8
56. Sewage disposal—several types	8
57. Court procedure	12
58. Food samples	9
59. Smoke and other nuisances }	
60. Inspection of factories }	
61. Restaurants	6
	2

Exercises—contd.

						Hours.
62. Street cleansing	}	..	..	..	..	6
63. Refuse collection in towns						18
64. Sanitary survey of slums, houses, water supplies		..	..	..	..	18
65. Plans and drawings	..	..	..	..	..	6
66. Enlargement and reduction	..	..	..	..	..	6
67. Sketching	..	..	..	..	..	6
68. Estimating	..	..	..	..	..	18
69. Surveying	..	..	..	..	..	12
70. Field sketching	..	..	..	..	..	6
71. Building construction	..	..	..	..	..	18
72. Malaria control and drainage	..	..	..	..	..
Total						419

APPENDIX 37.

Syllabus for Preliminary Training Course for Nurses

Age for admission to be not less than 17 years.

The best education available at any stage of development in a country is the only standard that should be accepted for nursing. A lack of educated girls, however, is only part of the problem, the real problem is how to attract the best there are at level of education available. The best educated and most intelligent will be attracted to the nursing course in proportion to its immediate interest, and to its future opportunities for remunerative work, in a profession of good standing in the community. The nursing course can be made of interest only if it is carefully correlated with the existing educational backgrounds of the students, and realistically linked to community and home conditions, and also presented in a sympathetic atmosphere of student—teacher relationship throughout the course rather than in an atmosphere of reproof to an ignorant and unskilled employee. With such safeguards, despite low standards of education and correspondingly simple professional training, the best students available at the time will be attracted and will make a real contribution to the Health Services in hospital and in the community.

The basic preliminary course (syllabus given) is intended to incorporate these ideas and instil a preventive approach to health from the commencement. Furthermore, this basic course so planned will provide those students who do not continue through the full professional course, valuable experience, immediately applicable to take back with them to their own homes and villages, and will likewise make them influential in increasing the number of desirable applicants for instruction.

Length of Course.—The course should not be less than 14 weeks—13 weeks for studies and 1 week for examination. This permits of 3 sessions annually, allowing 10 weeks for transfers and admission of students, and holidays for teaching staffs.

Hours.—Approximate hours per week 34, allowing for Saturday afternoon and Sunday free.

Staff.—It is suggested that the Sister Tutor in charge of this School should hold the necessary qualification for teaching in addition to Certificate of General Nursing.

If the number of students demand an assistant tutor, the minimum qualification of such assistant should be Registered Nurse with practical experience in hospital and ward administration and capable of contributing her full share to the general work of the School.

Salaries for teaching staff—

Senior Sister Tutor—Rs. 200—10—250 p.m.

Assistant Sister Tutor—Rs. 150—5—200

and in addition both should receive—free furnished accommodation, messing, uniform and dhobi allowance and service.

Lectures.

Hours.

Practical Demonstration.

Group :

I. Elementary Anatomy and physiology
Elementary Biology

35

Study Class and Laboratory work

80

Lectures	Hours	Practical Demonstration	
Group.			
II. Introduction to Preventive Medicine—Personal and Environmental Hygiene—Principles and Practice of Health teaching. Introduction to General Psychology	20	Students Health Examinations Records—Visits to Water works— Sewage Farms—demonstrations of samples of disinfectants— Elementary Bacteriology—In-ocula- tion—Vaccination, etc.	40
III .. .. .	..	Physics and Chemistry	10
IV. Elementary Dietetics	20	Practical cookery—Diets for Health adults and children	20
V. Nursing—1st year group lectures, including simple nursing procedures—First Aid—Home Nursing Bandaging	30	Bed making—Bathing of patients. Taking Temperatures—Pulse, Respiration—Writing up charts— Noting record of cases—General Methods of cleaning wards, Equip- ment, etc., Preparation for simple nursing procedures—Preparation and method of giving enema to adults and children. Administra- tion of medicine. Supervised visits to hospital—wards ..	100
VI. Elementary Economics & Social Science. Social Service—Different types of (a) Community Organisations—Societies—Institutions, General and Social Hospitals. (b) The family ..	15	Visits to Bustees, village homes & markets—Town markets—Dairies —Co-operative Societies—Labourers Tenements—Middle Class Flats— Orphanages—Voluntary Social Agencies	40
VII. Physical Culture .. ..	..	Gymnastics—Team games, Folk dances, etc.	13
VIII. Child Development—Care of	8	Visits to Infant Welfare Centres & Schools—prevention of blindness in new born	10
IX. Elementary Domestic Science including needle work—Laundry—Gardening, vegetables, fruit, flowers, etc.	15	In the Class	13
		In the Garden	13
Total ..	143	Total ..	265

MICROBIOLOGY, (INCLUDED IN ELEMENTARY BACTERIOLOGY.

(Group II of Preliminary Training School Syllabus Attached).

Unit 1.

Micro-organisms and their relation to man—helpful & harmful.

Yeast and moulds—seere formation, biological activity; requirements for life and growth importance to man in food production, industry medicines such as ergot, etc.

Bacteria, reproduction, biological activity; destruction; general picture of bacteria in the normal healthy human body, basis of classification, staining and identifications, Disease production; the effect of the bacteria and their toxins on the body.

Unit 2.

Where pathogenic organisms are found and how infection is spread.
Sources of infection in dirt, water, food, air on body discharges.

Unit 1.

Introduction to the use of the microscope—examination of simple objects easy to see such as a drop of milk, salt, crystal, hair, etc.

Examination of prepared slides of yeasts, moulds, and bacteria of different varieties.

ote books to be kept and drawing to be made of each slide examined.

Unit 2.

Examinations under the microscope of fly's leg, village water supply, culture made by student, breathing on media, touching media, throat and mouth culture, from members of the class.

Modes of transfer—direct—drop air borne,
carriers, human, insect, animals.

(If possible simple demonstrations of this kind to be shown to hospital in-patients and relatives by students and health teaching given.)

Unit 3.

Control and destruction of micro-organisms. The effect of the environment on the life of micro-organisms. Moisture, food, temperature, light, Oxygen.

Disinfection, sterilization, fumigation, senesis, anteseptis and asepsis, their use in the hospital and in the home. Stress on the dangers and results of carelessness.

Unit 3.

Simple experiments to show the effect of common physical and chemical agents on micro-organisms, such as sunlight, heat, cold, drying, iodine, alcohol, etc.

Tests for sterility of things which have been sterilized and kept.

APPENDIX 38.

SYLLABUS FOR THE JUNIOR NURSING CERTIFICATE.

Length of course 3 years, age for admission 17 years.

40 Lectures & Lecture demonstrations to be given by a certificated nursing sister. Institutional & Domiciliary methods should be taught through the entire course.

Revision classes during first year for students who have passed through the P.T.B. Full lectures for other students.

Hospital Ethics—Etiquette Qualifications essential to the making of a good nurse. Maintenance of health, uniform, General rules of the hospital and nurses home.

The ward its cleanliness, brightness, tidiness, ventilation, care of lavatories, bathrooms, sluice-rooms, utensils—their care and cleanliness.

Hospital equipment—its cost, care, Dressings,—Kinds, uses, costs. Rubber appliances—care and preservation of mackintoshes. Air and Water beds. Hot water bottles—care, filling, precautions, Linen—care of, checking, Inventories.

Bed—beddings, care, disinfection. Bed making. Type of beds Changing of linen—methods. Nursing positions. Lifting of patients. Giving of bed-pans, etc.

Patients—admission—how to receive. Preparation for stretcher case. Fractures. Collapse. Hæmorrhage—Fits. Removal of clothing. Observations to be made while admitting a patient. Last offices.

Baths—on the bed—in the bath-room—preparations. Cases that should not be bathed without permission. Care and cleanliness of the hair.

Bath-medicated. Hot Air-vapour. Surgical bathspacks, hot and cold Sponging-hot, tepid, cold.

Administration of drugs and how to give simple medicines.

Observation of urine, stools, sputum, vomit, discharges. Specimens—saving of Excreta—disinfection and disposal.

Temperature—pulse—respiration. Clinical Thermometer.

Care of the mouth. Care of the back-bedsores.

Enemata—kinds—requisites—methods of administration.

Applications. Heat, moist and dry-cold iced. Icecaps fomentations—simple—medical surgical. Poultices—Linseed—mustard—charcoal—bread. Evaporating lotions—Counter irritants. Blisters, Leeches. Cupping—wet and dry.

Bandaging—12 demonstrations.

Sickroom Cookery—Theory & practical demonstrations. 15 hours.

Food—contamination—preservation. Milk—composition—dilution—care of—contamination—adulteration. Food values.

Preparing of trays—serving of meals—feeding of patients. Infants feeding.

Predigested food—making—value—uses of. Bengers food—Meat Extracts. Peptonised milk—whey—junket. Jelly—Albumin water.

Eggs—fish. Methods of preparing—cooking—serving. Vegetables—fruit—method of preparing—cooking—serving. Child—care of—diet for healthy and sick.

Special diets.

Hygiene Lectures & Demonstrations. 20 Hrs. to be given by a Doctor, preferably with Public Health experience.

Personal hygiene—aids to health—habits—fresh air. Cleanliness. Exercise—food—rest—clothing.

Atmosphere—Atmospheric-Pressure, composition of air, various impurities. Heat radiation—Conduction—convection—Body Heat, evaporation.

Ventilation in health and disease. Light—natural and artificial.

Water—sources of drinking water—rain—springs—rivers—wells.

Distribution of water—main service pipes—head pipes—cisterns. Purification—pollution—storage—filtration—chemicals. Ozonisation ultra-violet rays.

Refuse—collection—removal—disposal.

House and Hospital—Water carriage system—Conservancy.

System—sewage system. Disposal—purification of sewage.

Drainage system—traps—soil pipe—water pipe.

Sanitary conveniences and appliances—water closets—sinks—baths—basins.

Infection—disinfection—methods.

The part played by the agency of water—food—air in the tropical diseases, such as cholera, dysentery, the enteric group of fever. Pneumonia—plague.

Personal and General prophylaxis.

The part played in tropical diseases by insects such as lice, bed bugs, fleas—sand flies—mosquitoes—worms and other intestine parasites.

Personal and General Prophylaxis.

Anatomy and Physiology. 30 lectures and demonstrations

To be given by a Doctor. Revision lectures by Sister Tutor.

The bony skeleton—names of bones—types—position in the body.

Classification of bones—composition—structure—joints—varieties etc.

The muscular system—voluntary and involuntary. Difference in their mode of action. Position of the chief muscles in the body. Anatomy of the thorax and abdomen.

The lungs and their passages. The heart—the circulation of the blood.

Structure of the chief blood and lymphatic system.

The mouth—teeth—intestinal tract.

Classes of foodstuffs—fats—carbohydrates—proteins—absorption of food products.

The skin—sweet glands—hair—nails, the urinary system.

The nervous system.

Reproductive organs.

Special senses.

Ductless glands.

Lectures on Medical Diseases.—20 Lectures to be given by a Doctor in addition—20 lectures on nursing care in each disease to be given by the sister tutor, in co-ordination with the Doctor's lectures. Institutional & Domiciliary methods should be considered.

The cause of disease and human pathology.

Alimentary system ; the more important diseases and their chief symptoms.

Respiratory system ; cough, breathing in disease. The more important diseases and their symptoms.

Tuberculosis : symptoms, cause, disposal of sputum, sanatorium treatment, light, air, food prevention.

Circulatory diseases ; the more important diseases and their symptoms. Heart disease, Rheumatism, Cholera.

Excretory system : urine in disease. Chief diseases of the kidney and their symptoms. Diabetes.

Central nervous system. Chief diseases and symptoms. Convulsions, fits.

Natural and artificial protection against disease. Immunity, inoculation and vaccination. Bacteriology.

Infectious diseases ; smallpox, Enteric, Dysentery, Measles. Chicken-pox, Whooping cough, Diphtheria.

Isolation and disinfection of—

Introduction ; malaria, black water, relapsing fever.

Kala azar, plague, leprosy.

Beri beri, scurvy, pellagra.

Cholera, dysentery, hepatitis.

Sprue, ankylostomiasis, filariasis.

Snake bite, hydrophobia, heat stroke.

Diet in disease. Pre-digestion of foods, Special diets.

Nutrient enemata. Proprietary preparations, their uses and dangers.

Deficiency diseases.

Medical emergencies, fainting, syncope, epileptic fits, convulsions, bleeding, colic, etc.

Drugs and Poisons.—Drugs and remedies. Their sources, nature, classes, method of use, common poisons, symptoms and treatment.

Lectures on Surgical Diseases.—20 lectures to be given by a Doctor in addition—20 Lectures on Nursing care by Sister Tutor in co-ordination with the Doctor's lectures.

Micro organism ; infection ; inflammation, suppuration, cellulitis. Tetanus, tuberculosis, etc.

Principles of asepsis ; antiseptics, sterilization, influence of atmospheric pressure, of boiling water and steam.

Haemorrhage, varieties of, first aid and surgical treatment.

Preparation of patients for operation. Duties of nurse in the operation theatre. Operations in private houses.

Injuries, shock, contusions, wounds varieties and processes of healing. Complications, treatment.

Burns and scalds. Ulceration ; gangrene, tumour, cancer of breast.

Fractures and dislocation, including first aid treatment, Orthopaedic Surgery, Causes of deformity.

Diseases of bones and joints. Use of splints. Head and spine injuries. Operations on the mouth. Empyema.

Abdominal surgery ; gastric and duodenal ulcer, gastric gall stones, appendicitis. Intestinal obstruction, etc.

Caecostomy and colostomy. Hernia, varieties, complications operations for.

Common diseases of rectum and anus. Istula, haemorrhoids carcinoma, Diseases of urinary system, Prostate, Care of patients after operation.

Anaesthetics :—Short account of action of general and local anaesthetics. Common anaesthetics. Preparations of anaesthetics table. Preparation of patients for general anaesthesia. Management while under general anaesthetic. Methods of artificial respiration. Care of patients during recovery. Treatment of the after effects of anaesthesia.

Gynaecology.—12 lectures to be given by a Doctor.

Structure and functions of the ovaries, fallopian tubes, uterus vagina. Disorders of menstruation and menopause. Vaginal discharges, New growths of ovaries and uterus.

Preparation of patients for examination. Douche.

Thampoons, Plugs, Pessaries.

Nursing after major and minor operations.

Nursing of cases of Eye Diseases—6 lectures.

Anatomy and physiology briefly.

Instruments for examination. Foreign bodies, discharge from the ear. How to syringe ? Use of dry heat in acute inflammation of ear. Application of fomentations. Application of heat and cold. (Lieters coils). Application of leeches, blisters, etc., over the mastoid process, ear drops. Dressing after ear operations. Brief description of anatomy and physiology of the nose, Pharynx and larynx. Hygiene of the mouth with reference to the disease of the nose-pharynx and larynx ; spraying and coughing. Haemorrhage from the nose and throat. Nasal discharges. Obstructions, to breathing and swallowing. Gargles mouth washes. Inhalations. How to paint the throat instruments for operations. Tonsies and adenoids. Abscess of throat. Tracheotomy. Administration of food in painful diseases of, and after operations on the throat.

Skin diseases—6 lectures.

Skin, anatomy and physiology. Application of remedies. Lotions, liniments, ointments, pastes, powders, Common diseases, boils, ring-worm, itch, eczema, psoriasis, secondary infections. Cleansing of skin, Removal of rusts.

Venereal Diseases—6 lectures.

Syphilis and Gonorrhoea.

A brief account of causes—mode of infection—signs & symptoms.

Prophylaxis—general rules regarding infectivity and modes of transmission of venereal diseases and their prevention.

Nursing Care of patients of venereal diseases.

Knowledge of sterilization ; of syringes.

Principles of dressing syphilitic wounds.

Care of eye and urethra in Gonorrhoea.

Urethral douches.

Prostatic massage. For male nurses.

Making of smears.

Nursing of children—20 hours.

(10 lectures by a doctor and 10 lectures by the Sister Tutor).

The development of a normal child—health requirements. General principles of infant feeding—the feeding of children up to 2 years.

The observation of children in health and sickness, cries, stools, attitude of the child, symptoms, etc.

The nursing of children including the giving of medicines—treatments—feeding and occupational therapy.

Special diseases of children.

APPENDIX 39.

SYLLABUS FOR THE SENIOR NURSING CERTIFICATE.

*Length of course—3 years.**History of Nursing and Ethics.*—20 Hours—In 1st Year, after the P.T.S. (Revision).

Unit I.—The pre-Christian period—ideas of disease in the primitive world and resulting methods of treatment—medicine in ancient India, China, Egypt, Greece, Rome.

Unit II.—Nursing in the early Christian era—the deaconesses, the Roman matrons Monasticism, the development of hospitals.

Unit III.—Aristocratic and Military Influences—the influence of Feudalism—the knights and ladies of St. John of Jerusalem, of St. Lazarus, etc.

Unit IV.—Democratic and Secular Tendencies in Medical Nursing orders. Social and economic changes following the crusades ; St. Francis of Assisi and his Orders—St. Claire and the poor Claires, the Beguines.

Unit V.—Transition from Medieval to Modern era—Political, social and economic changes as a background of the period. The closing of monasteries—the extension of the servant nurse system.

Unit VI.—Pre-Nightingale Reformers :—

St. Vincent de Paul and Milee. Le Gras John Howard, Elizabeth Fry, the work of the Fleidners at Kaisersworth.

Unit VII.—Florence Nightingale—Her life, her work in the Crimean War, the founding of the Nursing School at St. Thomas Hospital. Her interest in India and Reforms.

Unit VIII.—Contemporary developments—the discoveries of Pasteur, Lister Kock, etc. The relationship of Nursing to hospital reform.

Unit IX.—Nursing in India in the modern days—the introduction and growth of Nursing in India—development of schools—examination and registration—a brief review of nursing organisations in India today.

Unit X.—The Public Health Nurse—the story of her development in various countries and the need of such nurses in India.

Unit XI.—The contribution of the nurse of today to the History of Nursing—the responsibility of the nursing student to her profession—her heritage and opportunities.

First Year after the P.T.S.

Advanced Nursing Arts.—2 hours 3 times a week for 34 weeks, 102 hours.

Unit 1.—Collecting and sending specimens—Urine, stool, sputum, cerebro-spinal fluid (lumbar puncture, cesternal puncture) blood, kidney function tests—gastric analysis, abdominal paracentesis, etc.

Unit 2.—Providing the patients with a healthy environment both physical and mental, the patient's comfort and safety, supportive nursing measures. The uses of appliances, back rests, cradles, air rings, pillows, sand bags, knee pillows, fracture board, bradford frame, backing frame. Positions, lifting and turning the patient. Use of the wheel chair, heart table, etc.

Unit 3.—Pre-operative and post-operative nursing care.

Unit 4.—Giving of fluids and drugs by rectal drip-hypodermoclysis, and intravenous methods. Techniques used in the hospital and in the home.

Unit 5.—Planning the nursing care to provide for the patients' individual needs.

Unit 6.—Recognising and providing for the need of health teaching to patients and relatives ; answering patients' questions, giving explanations of hygiene and requirements of healthy living, demonstrating nursing care and medical treatment the patient will need after discharge. Teaching the adaptation of the principles of health to the patients way of living.

Unit 7.—Therapeutic treatments. In each case ways of winning the patients cooperation and methods used in the home should be included. Surgical dressing, care of plaster casts, counter irritants, hot and cold applications. Packs, sponges, inhalations. Hot air and steam tents irrigation and douches. The administration of oxygen, all important therapeutic techniques.

Unit 8.—Care of the dead.

Unit 9.—Nursing techniques used in diseases of the eye, ear, nose and throat.

Unit 10.—Nursing techniques adapted to the nursing of infants and children.

Combined course to run through the 2nd Year—190 Hrs.

This course should bring together into one course the pathology, medicine and medical nursing, surgery and surgical nursing, materia medica, diet and the public health knowledge each nurse needs as a foundation for her work in the hospital or in the home. An attempt is made to arrange the material in good psychological order and integrate it into a unit. The medical and surgical lectures should be given by doctors and followed by the Sisters Tutors' lecture giving the special nursing care in the conditions considered. The principles underlying good nursing care in each case should be applied to conditions in the hospital and in the homes. Stress should be placed on health teaching and prevention of disease throughout the course by the Sister Tutor and the doctors. The materia medica and diet therapy should be related to conditions studied.

Unit I.—Introduction to Medical and Surgical Nursing :—

The effect of disease on the body—tissue changes, inflammatory processes, infections—general and local—hemorrhage, embolism and shock.

Unit II.—Operative Aseptic Technique :—

Asepsis, general principles, surgical cleanliness, sterilization by Heat, by antiseptics.

Preparation of patient for operation. Post operative care. Operation Theatre—

Preparation of operating Theatre, lighting, heating, ventilation, equipment, instruments in common use. Operative procedures—nurses duties.

Preparation for operation in private house—Anaesthetics, general spinal, rectal, local anaesthetics in common use, their general character.

Special Nursing care of cases given anaesthetics.

Unit III.—Nursing in diseases of the respiratory system :—

1. Medical aspects of diseases of the sinuses, tonsils, larynx, trachea and bronchi.

2. Surgery of the same including bronchoscopy.

3. Nursing care in those conditions.

4. Diseases of the lungs—Pneumonias, lung abscess, pulmonary emphysema, pulmonary tuberculosis.

5. Operation on the lungs and for conditions of the lung-lobectomy rib resections—drainage of lung abscess.

6. Nursing care in the above with special stress on health teaching position—use of special equipment—slings—sand bags—care of drainage suction, etc.

Unit IV.—Nursing in diseases of the circulatory system and :—

1. Heart diseases, myocarditis, endocarditis and valvular diseases—pathology, symptoms, treatment.

2. Nursing care in heart disease.

3. Blood transfusion—indication, various types, use of plasma, dry blood, etc.

4. Diseases of the blood and lymphatics, anaemias, Raynauds, Buerger's and Hodgkin's disease.

Unit V.—Disease of the Gastro intestinal system :—

1. Diseases of the mouth, throat and stomach.

2. Surgery in structure of the esophagus, gastric ulcer, malignant tumours of the stomach.

3. Special nursing care in such cases—Health teaching necessary for such cases.

4. Diseases of the intestinal tract, typhoid, dysenterys.

5. Surgery of the intestinal tract—intestinal obstructions, appendicitis, hernia, resection, etc.

6. Nursing care in diseases and operations on the intestinal tract.

7. Operations on the colon, rectum and anus.

8. Nursing care in the same.

Unit VI.—Conditions of the urinary tract :—

1. Diseases of the kidney, urethra, bladder.

2. Operations on the urinary tract.

3. Nursing care in the above—including an understanding of kidney function tests, special treatments, etc.

Unit VII.—Conditions of the musculo-skeletal system :—

1. Fractures, dislocations, sprains and their treatment.

2. Diseases of the bones and joints, acute and chronic arthritis, rheumatic fever.

3. Tuberculosis of the bone and joints—deformities, and operations done.

4. Nursing care in orthopaedic Diseases—including special points regarding traction, frames, splints and plaster—helping the patient with his problems of rehabilitation and the care of orthopaedic cases in the home.

Unit VIII.—Diseases of the skin :—

1. Diseases of the skin and their medical treatment.

2. Burns, scalds, skin grafting, Plastic operations.

3. Nursing care in skin conditions.

Unit IX.—Conditions affecting the muscular system :—

1. Tumours benign and malignant with stress on early attention.
2. Nursing care—health teaching every nurse should do.

Unit X.—Conditions of the endocrine glands and metabolism :—

1. Thyroid conditions, diabetes.
2. Surgery in Thyroid conditions.
3. Nursing care in such cases with special reference to teaching the patient and his relatives.

Unit XI.—Conditions of the nervous system :—

1. Chorea, epilepsy, general paresis, tabes dorsalis, neuritis, sciatica, etc.
2. Operations on the brain and spinal cord.
3. Nursing in the above.

Unit XII.—Gynaecological and Genito-urinary conditions :—

1. Hygiene and health of sex-life with special reference to the psychological aspects.
2. Gynaecological conditions and medical treatment.
3. Surgical treatment of gynaecological conditions.
4. Nursing care in the above.
5. Medical aspects of genito-urinary disease.
6. Surgery of the genito-urinary tract.
7. Nursing care in conditions of the genito-urinary tract.

Unit XIII.—Conditions of the eye, ear and nose :—

1. Eye health.
2. Diseases of the eye—medical and surgical treatment.
3. Nursing care in eye conditions.
4. Disease of the nose and ear including the prevention of deafness.
5. Nursing care in the above.

Unit XIV.—Deficiency diseases :—

1. Deficiency diseases—their prevalence in India, early symptoms and prevention.
2. The Nurses responsibility in health instruction & nursing care.

Unit XV.—Tropical diseases :—

Malaria, black water, relapsing and yellow fever.

Kala azar, plague, leprosy.

Cholera, dysentery, hepatitis.

Sprue, ankylostomiasis, filariasis.

Snake bite, hydrophobia, heat stroke.

2. Nursing care in the hospital and in the home with special stress on health teaching and prevention.

Unit XV.—Communicable diseases :—

1. Measles, chickenpox, small-pox, diphtheria, etc.
2. Nursing care in the hospital and in the home with special stress on prevention of spread of the disease and health teaching.
3. Gonorrhoea and syphilis with stress on prevention and control.
4. Nursing care in the above and the nurses responsibility for health teaching.

THIRD YEAR COURSE.

Nursing of children—20 hours.

(10 lectures by a doctor and 10 lectures by the Sister Tutor.)

The development of a normal child-health requirements. General principles of infant feeding—the feeding of children up to 2 years.

The observation of children in health and sickness, cries, stools, attitude of the child—symptoms, etc.

The nursing of children including the giving of medicines—treatments—feeding and occupational therapy.

Special diseases of children.

Mental hygiene—15 hours.

Mental health and requirements for a well balanced personality. The needs of the individual—types of personality—mental and emotional development—instincts, the subconscious mind—common neurological conditions, causes, preventive measures, sublimation. The problem of mental diseases in the community—practical psychology.

The principles and practice of war and hospital management—30 hours.

Ward administration, the principles of supervision, assigning of duties, hospital housekeeping, inventories and ordering equipment and supplies.

The selection of staff—staff education, budgets, records, housing and health of the staff, medical examinations and supervision of the health of the staff, the prevention of diseases, care of sick nurses. Making the best use of resources at hand—a planned programme for improvement. Opportunities for observation and practice of principles taught should be given.

Professional Problems—15 hours.

The problems and responsibilities of the young graduate—how to apply for a post—contracts—ethical responsibilities—professional opportunities.

Nursing organisations in India—their organisation, aims and work—professional journals—the International Council of Nurses, the Red Cross.

Nursing legislation, registration, what are desirable laws—their purposes. the nurses responsibility for nursing and health legislation. Legal matters.

India's needs in the nursing field—trends and developments in India and other countries.

Health Problems in India to-day—20 hours.

A consideration of the health problems of the country and attempts that are being made to meet them. Malaria, leprosy, tuberculosis, venereal diseases, maternity and child welfare, school health, industrial health problems. Rural health—economic factors in national health—health education, the need and method—preventive medicine, the responsibility of the nurse Problems in the local community.

APPENDIX 40.

CURRICULUM FOR PRE-NURSING GROUP OF 1 YEAR IN HIGH SCHOOLS IN INDIA.

Subjects.				Taught by.
Anatomy and Physiology	..	..	..	Doctor.
Hygiene	..	..	..	Doctor.
First Aid	..	..	..	Doctor.
Physics & Chemistry & Practical Physiology	..	..	..	University Graduate.
Biology	..	..	..	Do.
Psychology	..	..	..	Do.
Dietetics and practical cookery	..	..	..	Do.
English Language & Essay writing	..	..	..	Do.
Home Nursing St. John & Red Cross Standard	..	..	..	Registered Nurse
				Instructor.
Mother Craft	..	..	..	Do.
History of Nursing	..	..	..	Do.

Visits to Institutions, Games and Physical Training.

Examination at the end of course.

APPENDIX 41.

SYLLABUS FOR MIDWIVES TRAINING COURSES.

Syllabus for Midwives Diploma or Certificate.

1. The period of professional study between the date of admission as midwife pupil and the date of examination for any diploma or certificate which entitles the holder thereof to be registered in Part I of the register of midwives shall be a period of certified study of not less than 18 months :

Provided that a fully trained nurse shall be admitted to the examination in midwifery after not less than six months training on obstetrics if she can satisfy the requirements of rules 1 and 2 of Part I of this Appendix in all respects other than that of the period spent under training as a midwifery student :

Provided further that for a period of twenty four months from the 24th December, 1935 midwives with twelve months training shall be eligible for registration.

2. In every course of professional study and examination, the following subjects shall be included :—

(i) Gynaecology.—An elementary knowledge of menstruation, abnormalities in menstruation, displacements of the uterus, growths and tumours (cancer) in the pelvis (uterus and adnexa) and inflammatory conditions of the vagina.

(ii) Antenatal care.—The training should include attendance at an antenatal clinic, if possible, or study of antenatal cases. Notes of at least ten of such cases should be written in the case book.

(iii) Midwifery.—(In any scheme of examination for midwives, emphasis should be laid upon the practical aspects of midwifery and the actual conduct of normal and abnormal labours, while the training is given both in theory and the practice of the subject.)

Asepsis and antiseptics in midwifery. Some of the common antiseptics used in midwifery and the way to prepare them. The disinfection of the person's clothing and appliances.

Elementary general physiology and anatomy of the female pelvis and the organs of generation, both external and internal.

Obstetrical diagnosis.

Management of normal pregnancy.

Hygiene of normal pregnancy.

Hygiene and care of the pregnant woman and the unborn child.

Labour and its phenomenon.

Signs and symptoms of abnormal pregnancy.

Management of normal labour.

Diagnosis and management of abnormal presentations face, brow pelvis presentations, transverse presentations, multiple pregnancy.

Care of the puerperium and its management.

Complications of the puerperium including puerperal sepsis and septic infections. Causes, symptoms, diagnosis and methods of treatment.

Haemorrhages of pregnancy antepartum and postpartum.

Toxemias of pregnancy albuminuria, eclampsia hyperemesis.

Abortion, miscarriage and premature labour.

Extrauterine pregnancy.

Precipitate labour, uterine, inertia, rupture of the uterus, causes, symptoms, diagnosis and treatment.

Prolonged labour.

Disease of the decidua and ovum ; hydramnias and vesicular mole.

Contracted pelvis—diagnosis—common varieties—symptoms—treatment.

Diseases associated with puerperium—cystitis—mastitis—phlegmasia—puerperal insanity.

Some common obstetrical operations and the duties of the midwife therein.

Vaginal examination during normal labour under supervision.

(iv) Care of the infant with particular reference to—

Asphyxia neonatorum.

Ophthalmia neonatorum.

Infantile diarrhoea.

Convulsions.

Care of the premature infant.

Management of the new born, both mature and premature.

Breast feeding and artificial feeding.

(v) Venereal diseases :—Syphilis and gonorrhoea with special reference to their effects on the pregnant and parturient woman.

(vi) An elementary knowledge of the following diseases common in the tropics with special reference to their effect on pregnancy labour, and puerperium :—

(1) Malaria.

(2) Kala-Azar.

(3) Smallpox and eruptive fevers.

(4) Typhoids.

(5) Influenza pneumonia, tuberculosis.

(6) Anaemia.

(7) Hook-worm.

(8) Leprosy.

(vii) General principles of sick nursing :—

Nursing as a profession and hospital etiquette.

Work in the ward.

Observation and care of the patient

Temperature, pulse, respiration, clinical chart and bedside report

Bed-making and sponging.

Contagion and disinfection.

Catheterisation : bladder and bowel wash.

Enema and douches.

Hot and cold application.

Administration of food and medicine.

Invalid cooking.

Some emergencies.

Care of the dead.

Cold sponging.

Prevention and care of bed-sores.

Different kinds of haemorrhage.

Arrest and treatment of the same.

Personal and surgical hygiene.

No candidate shall be permitted to appear for the examination, unless she produces a certificate to the effect that she has—

- (a) personally attended 20 labour cases,
- (b) nursed twenty lying-in women and their infants during the ten days following labour,
- (c) attended not less than 10 antenatal cases, and
- (d) attended not less than two-thirds of the lectures and demonstrations given in connection with the curriculum laid down.

APPENDIX 42

SYLLABUS FOR TECHNICIANS' COURSE.

Group I (i.e., Anatomy and Physiology).

PART I.

A.—ANATOMY—*Period 6 months.*

1. Elements of Anatomy of the human body with special reference to Osteology.
2. Cleaning and care of bones—preparation of skeletons.
3. Training in the care and uses of different instruments used in the dissection of the human body.
4. Instruments in the preparation of different fluids used as a fixative for the dead body.
5. Record keeping of the stock of the department.
6. Training in making arrangement for a lecture-demonstration.
7. Use of a rough balance.

B.—PHYSIOLOGY—*Period 6 months.*

1. Cleaning of glassware and other pieces of apparatus used.
2. Trained in the operation and care of routine laboratory equipment such as microscopes, water bath, etc.
3. Staining method, including preparation of simple stains.
4. Handling of Laboratory animals.
5. Preparation of simple reagents.
6. Technique of examination of urine and blood.
7. Use of a rough balance.
8. Preparation of solutions used for qualitative test.
9. Muscle and nerve preparation of frog.
10. Induction coil and their uses.
11. Setting up of B. M. R. and other apparatuses.
12. Maintaining of records, if any.
13. Care and management of experimental animals.
14. Glass blowing.

Examination at the end of one year's course.

Candidates will be given lecture-demonstration by the staff of the department.

PART II.

A.—ANATOMY—*Period 4 months.*

1. Injections—preservation of dead body.
2. Methods in embalming of the human dead body.
3. Arrangement for the dissection of human body.
4. Care and mounting of specimens for museum.
5. Training in the preparation of part for dissection and the methods used for a nice display of the part.
6. Histological technique—training the Department of Pathology and Physiology if required.

B.—PHYSIOLOGY—*Period 8 months.*

1. Preparations of reagents for volumetric and gravimetric analysis.
 2. Preparation of various fixatives and staining reagents required, in histopathological work.
 3. Use of the microtome.
 4. Embedding tissue, and cutting of section.
 5. Different methods of staining tissue.
 6. Methods employed for killing experimental and other laboratory animals.
 7. Training in setting up of drums and kynograph.
 8. Methods used for microphotograph and the use of Epidiascope, etc.
- Final examination at the end of 2 years.

COURSE FOR LABORATORY TECHNICIANS.

For Group II (i.e., Pathology, Bacteriology and Biochemistry).

PART I.

ONE YEAR'S COURSE.

I.—*Preparation and Sterilization of glassware and media.*

- (i) Glassware—Preparation, cleaning and sterilization.
- (ii) Preparation of simple media and combined media, including methods of their sterilization. Care and operation of different types of sterilisers and hot-air ovens.

II.—*General Bacteriological and Parasitological Technique.*

- (i) Training in the operation and care of routine laboratory equipment such as microscope, incubators, water baths and centrifuges, etc.
- (ii) Staining methods including preparation of simple stains.
- (iii) Cultural methods and use of media.
- (iv) Technique of Agglutination tests.
- (v) Disinfection and sterilisation of contaminated material.
- (vi) Handling of laboratory animals.

III.—*Serological Technique.*

- (i) Care of apparatus used in the tests.
 - (ii) Preparation of material for examination.
- IV.—*Care and Management of Experimental animals.*
V.—*Maintenance of records.*

VI.—*Clinical Laboratory Methods.*

- (i) Preparation of simple reagents, e.g., Fehling's and Leishman, etc.
- (ii) Staining of smears by routine methods, e.g., Grams, Ziehl-Neilsen.
- (iii) Technique of examination of Urine, Faeces, Sputum, Blood, etc. (Qualitative).

VII.—*Attendance in the Post-Mortem Room.*

- (i) To get acquainted with the use of instruments and render intelligent assistance to the Pathologist.
- (ii) Collection and handling of pathological material received from the hospital and post-mortem room.
- (iii) The candidates will have lecture-demonstrations once a week by one of the medical officers of the department.

VIII.—*Biochemistry.*

- (i) Cleaning the glassware, calorimeter and other pieces of apparatus used.
- (ii) Preparation for Fractional Test Meal, and for other tests like Kidney Function, Liver Function Tests, etc.
- (iii) Use of a rough balance.
- (iv) Preparation of solutions used for qualitative tests.
- (v) Technique for simple qualitative tests used in routine Biochemical analysis.
- (vi) Setting of apparatus for routine quantitative Biochemical analysis.
- (vii) Setting up of B. M. R. apparatus.

The candidates will have lecture-demonstrations once a week on fundamental principles.

An examination will be held at the end of the whole course.

PART II.

ONE YEAR'S COURSE.

I.—*Clinical Laboratory Methods.*

- (a) Instructions in the preparation of different reagents required in Clinical Laboratory for examination of Urine, Blood, Faeces, Sputum, C.S.F., etc.

- (b) Setting up of apparatus for the various tests.
- (c) Use of microscope.

II.—*Histo-Pathology.*

- (a) Preparation of various fixatives and staining reagents used in Histo-Pathological work.
- (b) Use of the microtome.
- (c) Embedding and section-cutting.
- (d) Different methods of staining.

III.—*Biochemistry.*

- (a) Use of a Sensative Balance.
- (b) Use and calibration of Volumetric measuring apparatus.
- (c) Preparation of standard Volumetric Solutions and accuracy in Volumetric analysis.
- (d) Principles of Colorimetry and Nephelometry.
- (e) Care and use of micro analytical apparatus.
- (f) Preparation of reagents for routine biochemical analysis.
- (g) Technique of routine quantitative Biochemical analysis of blood. Pathological fluids and concretions.

IV.—*Advance Techniques.*

- (a) Preparation of special media.
- (b) Advanced bacteriological and serological technique with special reference to identification of organisms and vaccine manufacture.
- (c) Preparation of reagents and stains.
- (d) Advanced parasitological technique.
- (e) Management, care and handling of experimental animals and technique associated with their use in research.
- (f) Maintenance of records.

Candidates will have lecture demonstration in such subjects as general Bacteriology, Immunity and Elementary Physiology.

Examination will be held at the end of the whole course.

APPENDIX 43.

COURSE FOR RADIOGRAPHERS.

PART I.

Six months' tuition followed by examination.

Elementary Anatomy.—Skeletal bones—epiphysis in Embryo, in infancy and in adults. Skull with reference to military Fossa, Cranial Fossa, blood vessel grooves fractures; the diploe and Lumbar vertebrae—long and short bones of the extremity.

Physiology.—Elementary knowledge of the special organs of the body—Other Brain, spinal cord, lungs and heart, oesophagus, stomach, intestines (large and small), appendix, liver, spleen, pancreas and ductless glands.

Pathology.—Lesions of the skull—Diseases of the heart and lungs—Viscerae of abdomen, bony tumours, etc.

PART II.

Twelve months' tuition followed by examination.

Radiography; Radiotherapy and Electrolgy suitable for Certified Radiological Assistants.

HISTORY, LECTURES.

Apparatus.—Construction, wiring and assembling Valve and X-Ray tubes, types, construction and properties. Care and control of apparatus.

Radiography.—Radiographic technique—Care of patients while in the Radiographic Department.

Dark Room.—Photography and Dark Room Technique.

Radium & X-Ray Treatment.—Superficial and Deep exposures—filters—Radiation Dangers—Care of patients while in the Department.

Electrolgy.—Principles of Electrical, Light and Heat Treatment—Methods of application—Care of patients during treatment.

Electrocardiography.—Principle and application of the instrument.

PART III.

6 months' Practical work in the different sections of an Institute of Department of Radiology.

APPENDIX 44.

Extract from a booklet describing the functions of the Registry of Medical Technologists of the American Society of Clinical Pathologists.

The Registry of Medical Technologists has established certain standards for workers who desire to follow this vocation, and it conducts examinations for those who meet the qualifications. The Technologist who is certified by the Registry of Medical Technologists is recognized by leading clinical pathologists and well-informed physicians as having adequate qualifications and enjoys a definite professional standing as a result of the Registry's recognition.

The Registry has been so successful in its work that it has become the quasi-official body in this country for certifying the qualifications of laboratory workers. Its work is heartily endorsed by the leading medical and hospital organizations, notably the American Medical Association, the American College of Surgeons, the American Hospital Association, the Catholic Hospital Association, and many others, all of which commend its aims and objectives and recommend to their respective members the acceptance of the Registry certificate as proof of the competence of a Medical Technologist. Staff inspectors of the American Medical Association and American College of Surgeons, in their periodic visits to hospitals, carefully observe whether or not the workers in the clinical laboratories have Registry certificates. The Registry, in brief, while purely voluntary and non-coercive, is universally accepted as the authoritative organ for qualifying the laboratory technicians of the United States and Canada.

The conduct of the Registry is vested in a board of six members, who are elected by the American Society of Clinical Pathologists.

The office of the Registry is conducted by a registrar approved by the Board, who, under the direction of the Chairman and with the aid of clerks, attends to the necessarily voluminous correspondence, routine business, book-keeping, and elaborate filing system required in the management of what has become a truly useful and important institution.

An Advisory Committee of five Medical Technologists aids the Board of Registry in the conduct of its work. Two members of this committee are members of the American Society of Medical Technologists and three are chosen from the registrants who are not members of the American Society of Medical Technologists.

Eligibility.

Applicants for the Registry examination must have graduated from an accredited high school or have received an equivalent education. In addition, they must have attended a course of at least two years at a college or university accredited by the regional professional college association. In these two years emphasis must have been placed on chemistry and biology.

After the necessary college credits have been acquired, the applicant must have instruction for at least twelve consecutive months in an approved training school for Medical Technologists, or an apprenticeship instruction of at least twelve consecutive months under a qualified clinical pathologist.

Examination of Applicants.

Applicants who have met the above requirements will be permitted to take the Registry examination. Twice a year, usually in April and October, examinations are conducted in over 100 localities in the United States and Canada. The examinations are in charge of clinical pathologists, usually

members of the American Society of Clinical Pathologists. An effort is made to send applicants to the nearest examiners. Applicants are never assigned to examiners under whom they have been trained, or in whose laboratory they are employed. Under no circumstances are exemptions from the examination allowed.

The examination is divided into two parts :

1. A written examination usually consisting of ten questions.
2. An oral and practical examination during which the applicants are asked to carry out under the eye of the examiner or his assistant certain standard laboratory procedures, besides answering questions demonstrating their knowledge in Medical Technology.

The questions for both the oral and written tests are formulated by members of the Board of Registry and sent under seal to each local examiner. The latter then marks the results of the practical test and sends these and the answers to the written test to the registrar, who in turn transmits them to the official examiner. By this method a fair and impartial judgment is reached.

The practical examination and the written examination have equal value, and a passing grade of 70 per cent. must be received in each.

Title of Registrant.

The certificate issued by the Board designates the holder as a Medical Technologist who is competent to render general technical service in a clinical laboratory under the supervision of a qualified clinical pathologist, or if working in a physician's office to perform routine laboratory tests for his patients."

APPENDIX 45.

SCHOOLS FOR OCCUPATIONAL THERAPISTS, PHYSICAL THERAPISTS AND
CLINICAL LABORATORY TECHNICIANS.

Council on Medical Education and Hospitals.

AMERICAN MEDICAL ASSOCIATION.

*Essentials of an Acceptable School for Clinical Laboratory Technicians.*I.—*Organization.*

1. Acceptable schools for training laboratory technicians may be conducted by universities, colleges, hospitals or public health laboratories.

2. The Council has promulgated standards for this type of training to supply physicians, hospitals and prospective students with reliable information and for the protection of the public.

3. Responsibility for courses in hospitals should be placed on the hospital administration rather than the laboratory director. In colleges and universities this responsibility is on the controlling board, as for other courses.

4. Resources for continued operation of the school should be insured through regular budgets, gifts or endowments but not entirely through students' tuition fees. Experience has shown that commercial schools operated for profit frequently do not adhere to proper ethical and education standards and are, therefore, not acceptable.

5. There must be available transcripts of high school, college work and other credentials. Attendance and grades of students shall be carefully recorded, by means of which an exact knowledge may be obtained regarding each student's work.

6. At least two or more students should be enrolled in each class.

II.—*Faculty.*

7. The School should have a competent teaching staff. The Director must be a graduate in medicine and a pathologist of recognized ability. He shall take part in and be responsible for the actual conduct of the training course. He shall be in daily attendance for sufficient time to supervise properly the laboratory work and teaching.

8. In laboratory practice the enrolment shall not exceed one student to each member of the teaching staff. The staff should include not less than one salaried instructor who is a registered technician or eligible for registration in addition to the laboratory director.

III.—*Clinical Facilities.*

9. Each student should receive practice training, adequate in kind and amount under competent supervision, in a hospital laboratory. The hospital should be registered by and be otherwise acceptable to the Council on Medical Education and Hospitals of the American Medical Association and have a minimum of 2,000 yearly admissions. There should be a minimum of 15,000 tests and examinations carried out in the laboratory department annually.

10. Adequate space, light and modern equipment shall be provided in the laboratory department. A library containing up-to-date references, texts and scientific periodicals pertaining to clinical laboratory work and pathology should be maintained.

11. Satisfactory record systems shall be provided for all work carried on in the department. Monthly and annual classification of the work of the department should be prepared.

IV.—Curriculum.

12. A. Candidates for admission should be able to satisfy one or the following requirements :

1. Two years of college work, including chemistry, biology and physics from an accredited college or university.

2. Graduation from a school of nursing recognized by the state board of nurse examiners, and in addition college chemistry.

B. The course of training shall be not less than twelve months in duration and shall include the following divisions :

1. Biochemistry.

4. Parasitology.

2. Hematology.

5. Histologic technic.

3. Bacteriology.

6. Serology.

The instruction shall include :

1. Text assignments.

3. Demonstrations.

2. Lectures.

4. Quizzes.

5. Examinations—written, oral and practical.

V.—Ethics.

13. Exorbitant fees and commercial advertising shall be considered unethical.

14. Schools conducted primarily for the purpose of substituting students for paid technicians will not be considered for approval.

ESSENTIALS OF AN ACCEPTABLE SCHOOL FOR PHYSICAL THERAPY TECHNICIANS.

I.—Organization.

1. A school for physical therapy technicians should be incorporated as or under a non-profit institution. Its board of trustees should be composed of public spirited men or women having no financial interest in the operations of the school. The trustees should serve for fairly long and overlapping terms. If the choice of trustees is vested in any other body than the board itself, that fact should be clearly stated. Officers and faculty of the school should be appointed by the board.

2. Affiliation with a college, university or medical school is highly desirable but is not an absolute requirement.

II.—Faculty.

3. The school should have a competent teaching staff, graded and organized by departments. Appointments should be based on thorough education and training and successful teaching experience. Nominations for faculty positions should be made in accordance with academic custom. The staff should include not less than one qualified salaried instructor and in each institution where practical training is carried on not less than one qualified physical therapist. The question of full-time and part-time appointments is not as important as the qualifications of the instructors, who should be specialists or exceptionally well trained and well qualified in the lines they are teaching.

III.—*Plant.*

4. The school should own, or enjoy the use of, buildings sufficient in size to provide adequate lecture rooms, class laboratories and administration offices. Adequate equipment should include anatomic charts, manikins, models, streopticons and other aids to effective teaching. It is suggested that dissecting materials should be provided to enable each student to dissect or have the benefit of demonstration of dissection of at least the lateral half of the human cadaver. Skeletons and disarticulated bones should be supplied. There should be a library receiving regularly all the scientific periodicals pertaining to physical therapy, current numbers of which should be easily accessible to the students.

IV.—*Clinical Facilities.*

5. Provision should be made for each student to receive practice training adequate in kind and amount under competent supervision in physical therapy in a hospital or other institution acceptable to the Council on Medical Education and Hospitals of the American Medical Association.

V.—*Resources.*

6. Experience has shown that a modern school of physical therapy cannot as a rule be maintained by the income from students' fees. No physical therapy school, therefore, should expect to secure approval which does not have a substantial income in addition to students' fees.

VI.—*Administration.*

7. There should be careful and intelligent supervision of the entire school by an executive officer who, by training and experience, is fitted to interpret the prevailing standards in physical therapy education, and who is clothed with sufficient authority to carry them into effect.

8. There should be satisfactory records, showing conveniently and in detail the credentials, attendance, grades and accounts of the students, by means of which an exact knowledge can be obtained regarding each student's work. Except for good cause, such as for illness, no credit should be given for any course when the attendance has been less than 90 per cent. of the full time.

VII.—*Requirements for Admission.*

9. Candidates for admission should be able to satisfy one of the following requirements:

- (a) Two years or sixty semester hours of college, including courses in physics and biology.
- (b) Graduation from an accredited school of nursing.
- (c) Graduation from an accredited school of physical education.

Courses in general physics, chemistry and biology are highly recommended for all who seek to enter training in physical therapy.

10. The admission of students to the physical therapy school must be in the hands of a responsible committee or examiner, whose records shall always be open for inspection. Documentary evidence of the student's preliminary education should be obtained and kept on file. When the physical therapy school is an integral part of the university, this work usually devolves on the university examiner.

11. Advanced standing may be granted to students for work done in other acceptable physical therapy schools or hospital departments, provided the entrance requirements and other essentials herein set forth have been complied with. Official verification of the student's previous physical therapy work should be obtained by direct correspondence with the schools previously attended, and his preliminary qualifications should also be verified and recorded the same as for first-year students.

12. Complete physical examination of each student admitted should be conducted under the auspices of the school.

VIII.—*Publications.*

13. The school should issue, at least annually, a bulletin setting forth the character of the work which it offers. Such announcement should contain a list of the members of the faculty with their respective qualifications.

IX.—*Minimum Curriculum.*

Subjects.	Hours	
	Theory	Lab. & Practice training.
Anatomy (including applied anatomy, demonstration on cadaver and lecture)	210	
Clinical practice		400
Electrotherapy	30	45
Ethics and administration	5	..
Hydrotherapy	5	15
Massage	15	45
Pathology	30	..
Physiology	30	45
Principles of physical therapy as applied to :—		
Medicine	15	30
Neurology	10	15
Orthopedics	15	30
Surgery (including surgical observation)	15	30
Psychology	15	..
Therapeutic exercise	30	75
Electives	45	..
Total 1,200 hours	470	730

Suggested electives : asepsis, bandaging, first aid, history of physical therapy, hygiene, joint measurements, office routine, occupational therapy, records, social service.

All subjects should be taught by qualified teachers.

Length of course : Not less than nine months.

ESSENTIALS OF AN ACCEPTABLE SCHOOL OF OCCUPATIONAL THERAPY.

I.—*Organization.*

1. A school of occupational therapy should be incorporated under the laws regulating associations operated not for profit. The control should be vested in a board of trustees composed of public spirited men or women having no financial interest in the operation of the school. The trustees should serve for fairly long and overlapping terms. If the choice of trustees is vested in any other body than the board itself, this fact should be clearly stated. Officers and faculty of the school should be appointed by the board.

2. Affiliation with a college, university or medical school is highly desirable but is not an absolute requirement.

3. Schools of occupational therapy should not be operated by hospitals independently. It is understood, however, that hospitals are needed for practice training in the several branches of occupational therapy as required under clinical affiliations.

II.—*Resources.*

Experience has shown that an adequate school of occupational therapy cannot be maintained solely by the income from students' fees. No occupational therapy school, therefore, should expect to secure approval which does not have a substantial additional income.

III.—*Faculty.*

The school should have a competent teaching staff, graded and organized by departments. Appointments should be based on thorough education and training and successful teaching experience. The staff should include no less than one regular salaried instructor and one registered occupational therapist. The question of full-time and part-time appointments is not as important as the qualifications of the instructors, who should be specialists or exceptionally well trained in the lines they are teaching.

IV.—*Plant.*

1. The school should own, or enjoy the use of, buildings sufficient in size to provide adequate lecture rooms, class laboratories and administration offices. Equipment should be adequate for efficient teaching in the various departments.
2. A library containing standard texts and leading periodicals in occupational therapy should be provided.

V.—*Administration.*

1. *Supervision.*—There should be careful and intelligent supervision of the entire school by the dean, director or other executive officer who, by training and experience, is fitted to interpret the prevailing standards and who is clothed with sufficient authority to carry them into effect.

2. *Records.*—There should be a good system of records showing conveniently and in detail the credentials, attendance, grades and accounts of the students, by means of which an exact knowledge can be obtained regarding each student's work. Schools should require that students be in actual attendance within the first week of each annual session and thereafter. Except for good cause, no credit should be given for any course when attendance has been less than 80 per cent.

3. *Credentials.*—The admission of students to the occupational therapy school must be in the hands of a responsible committee or examiner, whose records shall always be open for inspection. Documentary evidence of the student's preliminary education should be obtained and kept on file. When the occupational therapy school is an integral part of the university, this work usually devolves on the examiner or registrar.

4. *Advanced Standing.*—At the discretion of the administration, advanced standing may be granted for work (or experience) require in the occupational therapy curriculum which has been done in other accredited institutions. Official verification of previous work (or experience) should be obtained by direct correspondence. Preliminary qualifications should also be verified and recorded.

5. *Number of students.*—The number of students admitted to the training course should not be excessive. In practical work of a laboratory nature the number of students that can be adequately supervised by a single instructor is, in general experience, about fifteen : in lectures the number may be much larger. A close personal contact between students and members of the teaching staff is essential.

6. *Discipline.*—All training schools reserve the right to drop a student at any time for any cause which the school authorities deem sufficient.

7. *Publications.*—The school should issue, at least biennially, a bulletin setting forth the character of the work which it offers. Such an announcement should contain a list of the members of the faculty with their respective qualifications.

VI.—*Clinical Affiliations.*

1. No student should be eligible for entrance into clinical training until she has satisfactorily completed at least one academic year, equal to thirty semester credits, fifteen of which should be in biological science, social science, theory of occupational therapy and clinical subjects and fifteen in therapeutic occupations.

2. Hospitals or institutions affiliating for clinical training should be carefully judged by the board of directors of the school concerned and be acceptable to the Council on Medical Education and Hospitals and should not be considered eligible for training of students unless the director of the occupational therapy department is a competent occupational therapist qualified to handle students.

3. The occupational therapy director of each training department should be considered a member of a special committee on the training school staff and at all times be in close contact with the director of the school.

4. A well defined programme of lectures, clinics and staff meetings should be offered by the hospital to each group of students.

5. Written records, case studies and examinations should be required of each student. Students should obtain satisfactory rating in clinical training before a diploma is granted.

6. Uniform written records specially covering the student's personal adjustment as well as general ability should be kept by the occupational therapy director of each department, regular copy of which should be sent to the school at frequent intervals and all reports filed in the individual student's record at the school.

VII.—*Pre-requisites for Admission.*

1. *Age.*—The admission of candidates should be governed by the fact that it is required that each student be not less than 21 years of age at graduation.

2. *Education.*—All candidates must furnish proof of having completed a high school education or its equivalent. Equivalent of high school should be adjudged and recorded by the admissions committee of the school. In addition, all candidates except those for the degree course, must have had at least one year and preferably two years of further accredited education or successful professional training or experience.

Candidates for admission to training course in a college or university which is combined with work leading to a bachelor's degree should be required to comply with the regular entrance requirements of the institution concerned.

3. *Character*.—All candidates should be required to present evidence of good character and general fitness, the evidence of which should be investigated and duly weighed by the school concerned.

4. *Health*.—All students should be given a medical examination under the supervision of the school as soon as practicable after admission, and this examination should be repeated annually. The first examination, at least, should include a tuberculin test followed by a roentgen examination of the chest when indicated.

VIII.—Curriculum.

1. *Length of course*.—The minimum length of the course should be twenty-five calendar months (100 weeks) of full-time training. The course should include not less than sixteen months (sixty-four weeks) of theoretical and technical instruction and not less than nine months (thirty-six weeks) of hospital practice-training under competent supervision : all as set forth in detail in succeeding sections.

2. *Distribution of Time*.—The two years devoted to theoretical and technical training should include not less than sixty semester hours, of which not less than thirty semester hours should consist of didactic instruction and not less than twenty-five hours of technical instruction in therapeutic occupations.

(a) *Theoretical*.—The hours devoted to theoretical training should be still further subdivided as follows :—

	Semester hours,
(1) Biologic Sciences to include :	
Anatomy	} 15
Kinesiology	
Neurology	
Physiology	
Psychiatry	
Psychology	
(2) Social Sciences to include :	
Sociology	} 4
Delinquency and Crime	
Social and Educational Agencies	
(3) Theory of Occupational Therapy to include :	
Interpretative courses covering the principles and practice of occupational therapy in relation to orthopaedics, pediatrics, tuberculosis, psychiatry, general medicine, surgery and other special fields	.. .. .
(4) Clinical Subjects to include :	
Blindness and Deafness	.. .. .
Cardiac Diseases	.. .. .
Communicable Diseases (including bacteriology if this subject is not given elsewhere).	.. .. .
General Medical and Surgical Conditions	.. .. .
Orthopaedics	.. .. .
Tuberculosis	.. .. .
(5) Electives	.. .. . 3
Total	30

(b) *Technical*.—Because of the increasing demands of the medical professions for qualified therapists trained in special fields applicable to the education and training of disabled persons as well as to the treatment of the sick, there must be a certain amount of flexibility in technical requirements.

Concentration may be in the field of *Therapeutic Arts and Crafts*, in some branch of *Educational Therapy*, or in *Recreational Therapy*.

A minimum of thirty semester hours should be devoted to technical training. The major portion may be allotted to concentration in one field and, in this case, survey courses should be given in the other fields.

(1) The Field of Therapeutic Arts and Crafts to include:

Design.
Leather.
Metal.
Plastic Arts.
Textiles.
Wood.

(2) The Field of Educational Therapy to include :

Adult Education.
Fine and Applied Arts.
Home Economics.
Hospital Library Management.
Primary and Secondary Education.

(3) The Field of Recreational Therapy to include :

Dramatics.
Gardening.
Music.
Physical Education.
Social Recreation.

Advanced standing may be given to students already qualified in one or more branches of the three fields. Such persons may then be given survey courses in the other fields of concentration, and practice in the application of their speciality to the treatment of disabled persons.

(c) *Clinical Affiliations.*—The time devoted to hospital practice-training shall be not less than nine months spent in the following types of hospitals:—

Mental hospital .. .. .	..	..	..	Not less than two months.
Tuberculosis sanatoriums or services .. .. .	..	..	..	Not less than one month.
General hospitals .. .. .	..	..	..	Not less than one month.
Children's hospitals or services .. .. .	..	..	..	Not less than one month.
Orthopaedic hospitals or services .. .. .	..	..	..	Not less than one month.

The remaining three months optional.

The Council acknowledges the splendid cooperation extended by the various schools included in the study and also the help of the officers and Educational Committee of the American Occupational Therapy Association. The Council will continue actively in the promulgation of high standards for schools of occupational therapy. Periodic re-examination of the approved schools will be made and revisions of the list will be published as indicated.

APPENDIX 46.

COURSE OF TRAINING RECOMMENDED FOR RESEARCH WORKERS.

1st year (intern year).—Act as demonstrator and assist in class laboratory preparations ; take such supplementary courses in pure or applied science as individuals may require.

2nd year. Junior assistant.—Assist in preparing class demonstrations ; assist in research ; participate, in rotation, in departmental routine ; build up personal reference files and notes for teaching, through historical reading ; prepare reviews for seminars.

3rd year. Assistant.—Supervise demonstrators ; assist in demonstrations ; give stated lectures ; assist in class examinations ; participate, in rotation, in departmental routines ; assist in research in association with others ; undertake independent research ; continue historical reading and the building up of reference files and notes ; assume responsibility for routine reporting on current literature in one field.

4th year. Senior Assistant.—Supervise junior assistants ; give stated demonstrations and lectures ; assist in professional or final examinations ; complete rotation in departmental routines and in taking charge of seminar programmes ; carry out independent research ; complete preparations of personal reference files and notes for teaching ; prepare lists of equipment, apparatus, etc., with addresses of suppliers, prices, etc. ; prepare a budget.

During the period of training, provision should be made for trainees to acquire a working knowledge of biomathematics, languages (*e.g.*, French, German and basic Latin) and library methods. Opportunities should be developed to ensure contacts with workers in other fields of medicine and other faculties ; to promote reading of current events and non-medical literature ; to ensure acquaintance with industrial, agricultural and Government processes and organization so as to develop a general understanding of contemporary life and of the place and potentialities of medicine ; to develop team work, discipline and leadership ; service in a medical O. T. C., participation in athletics and in various societies should be required or encouraged. In practice, it may be found expedient and economical to arrange for instruction in subjects of more or less common interest for groups of trainees from different fields of study.

Special Advanced Training.—Arrangements should be made to enable *outstanding* trainees to go abroad to work with an acknowledged master, in their respective fields of study, for at least one year and to visit workers in other countries and in other universities on completion of their period of study. This should be regarded as part of the training necessary to develop the very best men. It also provides a basis for future international cooperation and raises the standard of endeavour to an international, rather than narrow national, level.

The Fields of Training.—In view of the advances made in both the pure and applied aspects of medicine, and opportunities for advancement resulting therefrom, as well as new problems which they have created, it is suggested in connection with the teacher training programme that the following teaching fields be covered :—

A trainee would be expected to cover the subjects under *one* main field (indicated by Roman numbers), but in the case where there are positions available for specialization within a field (*e.g.*, lectureship or professorship in bacteriology or parasitology in the field of microbiology) the trainee would spend further time on the speciality.

I.—*Anatomy* :—(a) *Anatomy*—

- (i) *Histology*,
- (ii) *Descriptive Anatomy*,
- (iii) *Neural Anatomy*,
- (iv) *Racial Anatomy*,
- (v) *Anthropology*.

(b) *Developmental Morphology*—

- (i) *Embryology and genetics*,
- (ii) *Postnatal growth, maintenance and repair*,
- (iii) *Decline and degeneration*.

II.—*Physiology* :—

- (i) *Systemic Physiology*,
- (ii) *Human (or organism) Physiology*,
- (iii) *Biostatistics*.

III.—*Biochemistry* :—(a) *Biochemistry proper*—

- (i) *Physical Chemistry*,
- (ii) *Organic Chemistry*,
- (iii) *Physiological Chemistry*.

(b) *Normal Nutrition*.IV.—*Pharmacology* :—

- (i) *Experimental or normal Pharmacology*,
- (ii) *Therapeutics or Pathological Pharmacology*,
- (iii) *Pharmaceutical Chemistry*,
- (iv) *Chemotherapy*.

V.—*Pathology* :—(a) *Pathology proper*—

- (i) *Morbid Anatomy and Histology*,
- (ii) *Experimental Pathology*,
- (iii) *Clinical Pathology*.

(b) *Forensic Medicine*.(c) *Microbiology*—

- (i) *Parasitology and Medical Zoology*,
- (ii) *Bacteriology*,
- (iii) *Immunology and Serology*,
- (iv) *Mycology*.

VI.—*Clinical Medicine* :—(a) *General Medicine*—(i) *Communicable diseases*.—

- (a) *Malaria*logy,
- (b) *Other Vector spread diseases*,
- (c) *Non-vector spread diseases*—
tuberculosis,
venereal diseases etc.

(ii) *Metabolic diseases*,(iii) *Cardio-vascular diseases*,(iv) *Respiratory diseases*,(v) *Diseases of the digestive system*,(vi) *Diseases of haematopoietic (blood forming) system*,(vii) *Diseases of the ductless glands (endocrinology)*,(viii) *Dermatology (diseases of skin)*;

VII.—*Neurology and Neuro-Surgery*

VIII.—*Psychiatry.*

IX.—*Surgery :—*

- (i) General Surgery (including abdominal surgery).
- (ii) Orthopaedic Surgery,
- (iii) Chest Surgery,
- (iv) Surgery of ear, nose and throat,
- (v) Ophthalmology,
- (vi) Reconstructive (Plastic) Surgery,
- (vii) Genito-Urinary Surgery.

X.—*Anaesthetics.*

XI.—*Diseases and conditions peculiar to women.*

- (i) Obstetrics,
- (ii) Gynaecology.

XII.—*Paediatrics.*

XIII.—*Radiology :—*

- (i) Radiation and Physiotherapy,
- (ii) X-Rays,
- (iii) Radium.

XIV.—*Prophylactic Medicine :—*

- (a) Epidemiology and Vital Statistics,
- (b) Social Pathology,
- (c) Hygiene—
 - (i) Health Education,
 - (ii) Control of Diseases—
 - a. communicable,
 - b. nutritional,
 - c. mental.
 - (d) Public Health Administration,
 - (e) Maternity and Child Welfare,
 - (f) School Health,
 - (g) Occupational Health—
 - (i) Industrial,
 - (ii) Agricultural.
 - (h) Public Health Engineering.

XV.—*Social Medicine :—*

- (i) Applied Epidemiology,
- (ii) Social Pathology,
- (iii) Social Surveys,
- (iv) Social Experiment,
- (v) Study of Health *per se*.

XVI.—*History of Medicine.*

XVII.—*Collegiate School of Nursing :—*

- (i) Vocational Nursing,
- (ii) Public Health Nursing,
- (iii) Nursing Administration,
- (iv) Nursing Education,
- (v) Nursing Research & Experiment.

XVIII.—*Dental Medicine.*

Trainees must be provided with an adequate stipend throughout their course of training, all teachers must be full-time employees.

APPENDIX 47.

THE NEED FOR AN INSTITUTE OF THE HISTORY OF MEDICINE
IN INDIA.*Henry E. Sigerist.*

It is no longer necessary to stress the value of studies and of academic instruction in the history of medicine. Since 1905, the year when the Leipzig Institute was founded by Karl Sudhoff, one country after another has developed similar institutions. They became cultural centres from which the field of historical studies was broadened considerably and medicine was greatly enriched.

A survey undertaken in the United States in 1937 revealed that courses in the subject were offered in 54 of the 77 medical schools then existing¹. It must be admitted, however, that in the majority of these schools the standard of instruction in medical history was far below their general academic standard, and that only very few of them engaged in serious research. Nevertheless, the mere fact that 70 per cent. of all medical schools thought it advisable to include medical history in the curriculum shows that the significance and possibilities of the subject have been recognized.

I.

In a country such as India a centre of studies in the history of medicine is more necessary than anywhere else, because in India ancient and mediaeval medicine are still alive and are practised on a large scale. It is no exaggeration to say that the overwhelming majority of the people of India receive medical care only from indigenous practitioners. They either follow the principles of the *Ayurve-da*—the Science of Longevity—as it developed in the Atreya school of Brahmin doctors over two thousand years ago or they are adepts of the *Unani*, or Greek school of medicine which actually is Arabo-Persian medicine—to mention only the two major systems.

The fact that indigenous medicine plays such a very important part in the life of the Indian people is frequently minimized or even ignored. And yet it represents a very tangible reality that must be faced openly whenever plans are elaborated for improving the health conditions of the country particularly since its popularity is growing rather than diminishing. New indigenous schools are being founded. They are subsidized by the government in several provinces. The Osmania University of Hyderabad has a Medical College which is a Unani Medical College. The Medical Practitioner's Act of Bombay of 1938 admits graduates of indigenous schools to the Medical Register.

At first sight it seems strange that these ancient indigenous systems are able to compete with modern scientific medicine. It was not strange in the 17th and 18th centuries when the two worlds first entered into contact. At that time European medicine was developing new theoretical foundations but in practice, in the treatment of disease it was hardly more effective than Greek, or Hindu, or Arabic medicine. But today? Nobody can deny that scientific medicine during the last hundred years has made tremendous strides. Bacteriology and immunology have permitted us to combat communicable diseases most effectively and to eradicate many of them. Modern surgery is able to save thousands of human lives that would have been lost

¹ *Bulletin of the History of Medicine*, 1939, 7 : 627-662.

only fifty years ago. Pediatrics, more than any other branch of medicine, is responsible for the decrease of death rates and for the greater life expectancy. The treatment of internal diseases, for a long time the step-child of medicine, has greatly progressed also. The discovery of hormones and vitamins made it possible to attack certain diseases at the root, and in the last few years the sulpha-drugs and penicillin have proved to be formidable weapons in the treatment of many formerly deadly diseases. How then was it possible for indigenous medical systems to survive ?

The reasons are not difficult to find. India with its 19 University Medical Colleges and 19 Medical Schools has produced physicians trained in scientific medicine, but not enough of them. It is impossible for 55,000 doctors to give medical care to a population of nearly 400 million, particularly since economic necessity forces the majority of doctors to practise in the cities, while 90 per cent. of the people live in rural districts. The sick villager therefore, has hardly any choice ; if he wants help and advice he must have recourse to an indigenous practitioner.

There are Rural Dispensaries operated by the provincial or local governments, staffed with scientific doctors. These dispensaries, however, are as a rule very poorly equipped ; the doctor sees hundreds of patients every day, so that he has not the time to examine the sick and to treat him individually. He can at best practise a primitive type of first-aid and bottle medicine which are hardly apt to demonstrate the superiority of Western medical science. The salary of the dispensary doctor, moreover, is so miserably small, that he is forced to make a living through private practice. But the average villager is too poor to pay for his services and to purchase his imported chemical drugs. And so the sick call on the indigenous practitioner who himself is a villager, whose drugs consist of native herbs that are cheap, and whose theoretical views conform with the religious views of the patient.

The indigenous systems of medicine, both Ayurveda and Unani, are strongly philosophical in outlook, although their original character has degenerated in many ways. The theory of the three elements in one, of the four humors in the other, are attempts to visualize the organism as a microcosm and to place it into relationship with the macrocosm of the universe. Hindu philosophy as it crystallized in the system of the Tantras, looks at the human body and at the universe as a manifestation of divine substance and energy, a concept the elements of which can be traced back to Vedic traditions. The three elements wind, bile, and phlegm are symbols of the aerial, fiery, and liquid forces of life-energy. Throughout its history Ayurvedic medicine was an attempt to interpret the phenomena of life and death, of health and disease, philosophically.

Unani medicine, on the other hand, through the Persian and Arabic tradition goes back to Galenic, Hippocratic and Pythagorean views and having passed through the filter of Avicenna, it acquired many elements of Aristotelian philosophy.

Indian culture is deeply imbued with philosophy, and this is why not only illiterate villagers but highly educated men sometimes prefer the indigenous systems to scientific medicine and rise to their defence. They claim that the medicine that came from the West is too mechanical, that it is soulless, that it has no philosophy, that it is foreign to Indian thought, while the indigenous systems are deeply rooted in the religious and philosophical traditions of the country, and represent one aspect of the general attitude towards nature and man.

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There is another most powerful force that is backing the indigenous systems of medicine, Indian nationalism. The country is in a period of transition. After centuries of stagnation the people of India are awakening to new life and look into the future. A regular Renaissance is taking place. A nation which had developed a great civilization at a time when we in the West were still savages, which for certain historical reasons too complex to be discussed here declined, is now reasserting itself.

At such a historical moment the people look back with pride to their cultural heritage. It is the common ground on which they stand. The classical literature is published in new editions. The cinema instead of filming gangster stories revives *Sakuntala*. Young girls dye their palms and soles with henna and re-enact old dances. The country's archaeological remains are carefully preserved, tactfully restored, and visited by thousands. Hindus and Moslems, Sikhs and Parsis alike admire the paintings of Ajanta, the sculptures of Elefanta, the temples of Madura and the palaces of the Mogul emperors. They justly feel, beyond communal lines, that they are theirs.

And when it comes to medicine, they remember their history also. Just as we look to Hippocrates as the father of medicine, they look to their own classics to Caraka, Susruta, Vagbhata who collected and preserved the medical lore of their time; or to the classics of Arabic and Persian medicine who in the early Middle Ages had assimilated, enriched and systematized the Greek tradition and were far ahead of their colleagues in the West. Indians remember with pride that in the 3rd century B. C. Asoka, the great Buddhist Maurya king had provided medical services for rich and poor, for men and animals, throughout his empire; that he had hospitals built in town and country, for men and animals, at a time when there was not a single hospital in the Western world.

This great medical tradition is not dead. It is alive like the Vedas, the Upanisads or the immortal Meghaduta, like the Qoran, the Bustan and the Gulistan. It is no wonder that India reasserting itself is backing up its own systems of medicine.

II.

So far, so good—but medicine is neither poetry nor philosophy. It is a craft, a *techné* as the Greeks called it, with an eminently practical purpose. Its goal in every country is the same, namely to promote the people's health, to prevent disease, to restore health when it has broken down, and whenever necessary, to rehabilitate the former patient so that he may remain a useful member of society.

The question naturally arises: have the indigenous systems succeeded in establishing a high standard of health in India? The question can be answered scientifically because health conditions can be measured and can be expressed in figures. When we consult these figures and find that in 1937 the general death rate was 22.4, the infantile mortality rate 162, and the average life expectancy only 27 years, we must conclude that health conditions are very bad in India today, infinitely worse than in countries that have universally accepted scientific medicine.

It is well known that health conditions are determined not only by the status of medicine but also by the general standard of living—which in India is extremely low. When people have not enough to eat, constantly suffer from malnutrition and live in a poor sanitary environment they are always threatened by disease and have little resistance to offer. Scientific

medicine, however, has forged weapons with which it is possible to eradicate diseases even under poor living conditions. The numerous diseases carried by water and food can be brought under control by general public health measures. The various methods of immunization permit the prevention of diseases which today still take a heavy toll of life in India, and the new methods of treatment can save thousands of human lives that would be lost otherwise. The incidence of malaria, India's great curse, could be reduced considerably if the doctors had enough auxiliary personnel available that they could steer and guide.

If Indians take a historical attitude toward their indigenous systems of medicine, they will be justly proud in realizing what a great advance these systems represented *at their time*, in antiquity and the Middle Ages. They brought many effective drugs to the people, many valuable dietetic and even surgical treatments. But Indians will also realize that conditions have greatly changed. The new science that developed from the 16th century on created a new foundation of medicine, a new anatomy, physiology and pathology on the basis of which new systems of public health and of clinical medicine could be developed with infinitely more effective methods of prevention and cure. The theory of medicine, the views we have of the causes and mechanisms of disease are not a luxury but determine our actions. The concepts of wind, bile and phlegm or of blood, phlegm, yellow bile and black bile represented useful working hypotheses at their time, but the new science has demonstrated that the actions attributed to them are the result of speculation and do not correspond to a reality, while it is possible to explain the phenomena of health and disease with concepts of biology, physics and chemistry in an infinitely more satisfactory way, one that permits testing in experiments and has led to brilliant practical results.

Indians, therefore, who have the welfare of their people at heart, [who want them to live without being constantly fettered by the bonds of disease, cannot but accept scientific medicine and work to promote it and to see it applied on a nation-wide scale so that it may reach every single village. It, of course, is not easy to apply modern science to one field of human endeavour while other basic functions of social life such as agriculture and industry remain mediaeval and women are kept in purdah. And this raises the question : is it at all desirable for a nation to accept science and technology or would it be better for the people to remain static, to live poor and contented, bearing sufferings with resignation, leading a contemplative life and hoping for a better lot in the hereafter ? The question seems justified in view of the evil use that has been made of science in recent years. It is futile, however, because there is no choice. No nation can expect to survive in the present world as a nation unless it accepts science with all its implications. And science in itself is neither good nor evil. It is an instrument in the hands of man, and it is he who is good or evil.

India, after centuries of stagnation, is awake today and has expressed its determination to free the people from age-old bonds. Thousands of young men and women are flocking to the universities, hundreds of them travel abroad for post-graduate study. Already India has produced physicists, chemists and biologists of world renown. Industries are being developed. The great rivers dammed by engineering skill, will produce water for irrigation and power for new industries that will absorb the rural surplus population. India possesses the manpower and natural resources needed to make it a prosperous country in which the people will be free to produce new cultural values as they did in the past. This may seem Utopian in

view of the many traditional barriers of caste and religious taboos that tend to divide the people, but the example of other countries has shown that however rigid the traditional superstructure may appear, it breaks down very rapidly where there is a strong popular movement that attacks the basic elements of economic and social life.

In the same way scientific medicine must be developed. Promising beginnings have already been made and plans are elaborated for the future. The line to be taken is clear. The country needs more and better trained personnel, researchers, teachers, doctors and legions of auxiliary personnel. It needs more and better equipment. And it needs first of all a system of health services that will make full use of the personnel and equipment available and will bring it into the reach of everybody.

Scientifically trained doctors will gradually replace the indigenous practitioners. The argument that indigenous medicine is cheaper will no longer hold, because medicine will not be a service that is sold to the people in the open market, but a public service to which they are entitled, one that is financed on public funds. Similarly the argument that indigenous drugs must be preserved because they are within the financial means of the villager will vanish, because drugs will not be sold but distributed to those who need them, and the development of a state-owned and operated pharmaceutical industry will considerably reduce the cost of production of modern scientific drugs.

Such a development will obviously take a long time, and meanwhile the country will continue to have tens of thousands of indigenous practitioners, registered and non-registered, trained in schools and trained through apprenticeship. It would be worthwhile to study whether these practitioners could not be used during the period of transition as auxiliary personnel. In some of their schools students are given a sprinkling of scientific medicine, and while it is obviously impossible to combine modern medical science with ancient and mediaeval theories, it should be possible to train these students for a few specific functions such as the combating of malaria, vaccination and other immunizations, the supervision of wells and latrines and other public health measures.

III.

It seems to me that in such a period of transition an Institute of the History of Medicine could play a very important part.

The Government of India plans to establish a National Medical College, a model medical college that would become a national centre of medical research and a training ground for highly qualified physicians, specialists, and academic teachers. This undoubtedly is an excellent plan that will give a tremendous stimulus to the development of medicine in India and will raise the standard of medical education and consequently of practice.

The opportunity of creating a new school is one that occurs very rarely and presents great opportunities that should not be missed. It is extremely difficult to modernize an old school that is burdened with the weight of a great tradition. A business enterprise that does not keep abreast of the time soon collapses, but out-moded universities may carry on indefinitely, much to the detriment of the country.

Whoever founds a new medical college today must be fully aware of the changes that have occurred in medicine and society and of the social and economic structure into which the products of the college, the physicians,

will have to fit. It would be a mistake therefore merely to copy a British or American pattern. When the Johns Hopkins School of Medicine was opened in Baltimore in 1893 it was neither a replica of a British, French or German school. It had taken over elements of the various European systems but had blended them to form a new pattern that was in many ways better than the existing ones, and this is one reason why the school became so influential.

India is neither Britain or America. It is a tropical country, and its social and economic structure is totally different. And while the medical science in which students are instructed is basically the same all over the world, the application of this science varies a great deal. In small countries such as Switzerland or Holland the problem of rural medicine hardly exists because cities are never far away and hospitals and specialists can be reached easily. In tomorrow's India the great majority of all doctors must be scientifically well trained physicians prepared to practise in rural districts among poor people under an organized system of medical services. But they will have to be more than mere therapists; they will have to be teachers and social workers, leaders and friends of the people, leading them to a healthier and happier life. An Institute of Social Medicine should, therefore, be considered.

The new college, I am well aware, intends to be primarily a centre of research and a training ground for specialists and teachers. It is just for that reason that it should emphasize the social aspects of medicine. Research is needed not only in the science but also in the sociology of medicine—and in India perhaps more than anywhere else. It is a fallacy to believe that the application of scientific results takes care of itself. It does not, as we have found in every country, and the most brilliant discoveries are wasted unless they can be applied on a mass-scale. The teachers who will come from this college, on the other hand, no matter whether they are physiologists or surgeons should all carry that social outlook into whatever colleges they may be called. The National College will set a new pattern of medical education in India, one that undoubtedly will be followed by the other schools.

Similarly, since India is confronted with the problem of indigenous medical systems and will be so far a long time, an Institute of the History of Medicine could greatly help to clarify the situation, and I should like to outline briefly what I would consider the major tasks of such an Institute.

The history of medicine is both history and medicine. It is a historical discipline like the history of art or the history of philosophy. It helps to give us a more complete picture of the history of civilization, because it is obviously not unimportant to know what diseases affected the people in the past, what they did not protect and restore their health and what thoughts guided their action.

But the history of medicine is also medicine. By analyzing developments and trends it permits us to understand a situation more clearly and to act more intelligently. We all know that success or failure of our medical work depend not only on the scientific knowledge we possess but also on a great variety of other non-medical factors, on economic, social, religious, philosophical, political factors that are the result of historical developments. Unless we are aware of them and understand them many of our efforts will be wasted.

An Institute of the History of Medicine in India will devote its researches primarily to the history of Indian medicine and of medicine in India, from the Vedic period to our days. It will investigate the medical heritage of the country dispassionately and critically, not in order to prove a point. It will endeavour to reconstruct and envisage the medical past of India from the perspective of history, in relation to and as part of the general civilization of the various periods.

In order to be able to write history the historian must first proceed analytically investigating and interpreting historical sources which in many cases have to be made available first. The chief medico-historical sources are texts and the Indian medical literature still requires a great deal of purely philological work. Many texts still have to be edited critically and many have to be translated. One of the most important Sanskrit medical classics, Vagbhata's *Astangahrdayasamhita* was translated only a few years ago. I am convinced that there are still many medical texts buried in manuscripts that have not yet been touched. Our Johns Hopkins Institute possesses a collection of Sinhalese medical manuscripts written on palm leaves that have not been edited and therefore have obviously never been translated or evaluated.

The study of texts will not be limited to books written in Sanskrit, Prakrit or Pali but will be extended to Arabic and Persian books and to those written in vernacular languages. Sources of medical history, however, are not only medical books. Other books, religious, theological, philosophical, and histories, biographies, memoirs, etc., may contain valuable information concerning health and medical conditions at a given time. It will, therefore, be necessary to canvass the entire Indian literature for medical data. Dr. D. V. S. Reddy of Andhra Medical College in Vizagapatam has shown how the Rock Edicts of Asoka are a rich source for our knowledge of medical conditions at the height of the Maurya empire. There can be no doubt that such books as the *Ain-i-Akbari* and the autobiographies of the Mogul emperors contain a great deal that is of medical interest.

Books, however, are not the only sources of medical history. The antiquities, sculptures, paintings, buildings, instruments and other objects of archaeological research may be able to shed light on health and medical conditions and must therefore be consulted. The elaborate bathing facilities in Mogul palaces were a luxury, to be sure, but also had hygienic consequences and it mattered a great deal what kind of drinking water people had available and how they disposed of their sewage.

In a country like India where traditions have persisted tenaciously through the centuries and where the Middle Ages are still alive in many ways, the medical folklore is another rich historical source that must be consulted. This, however, must be done cautiously and critically because folklore always is a big hodgepodge in which ancient, mediaeval and modern views are inextricably mixed.

The Institute will not limit its studies to India because India was never isolated from the rest of the world. The Aryan conquerors came from the northwest and brought views and concepts that belonged to the common stock of all Indo-European races. Babylonian civilization radiated far over Asia, and India had intercourse with China at an early date. The caravan was a factor that greatly contributed to the spreading of stories, ideas, knowledge and skills all over the continent. Invading

armies invariably had surgeons who brought knowledge to foreign lands and learned from them. The influence of Alexander the Great's campaign is reflected not only in the sculptures of Gandhara but in many ways, and Indian drugs were sold in Alexandria. The close relations of India with the Islamic world need not be emphasized here and from the 16th century on India had inter-relationships with Europe. The Institute therefore will study the history of Indian medicine as part of the universal history of medicine.

The critical evaluation of historical sources permits us to reconstruct the past. In the case of medicine it permits us to ascertain—if sufficient sources are available—what diseases afflicted the people in various periods, how their lives were affected by them, what they did to maintain and restore their health and what thoughts were guiding their actions.

The history of medicine differs basically from most other historical disciplines that examine happenings and phenomena which occurred once, because it is the history of a craft, of techniques and skills. We therefore want to know not only what people did in the past to maintain and restore their health, but also whether they did a good job or not, whether their treatments were effective or not. This is why historians of medicine must not only be historians but physicians as well. Ancient treatments can be repeated, the efficacy of drugs can be tested in experiments.

The Institute will therefore investigate the indigenous medical systems not only for their ideological content, not only as aspects of India's ancient and mediaeval civilizations and as end products of a long development: it will also endeavour to evaluate their practical achievements. This obviously does not mean that the historical institute should have a laboratory for the testing of drugs. Certainly not, but the historian of medicine on the basis of his studies of the classical literature and of field work would be able to point out which treatments and drugs should be tested by the pharmacologists and clinicians of the College. This would permit us to preserve and to incorporate into our scientific system of medicine whatever is found to be of value in the indigenous systems. And it would also permit the objective refutation of claims that are not justified.

Thus the Institute, besides being a humanistic centre, would also have some practical functions that could be extended in many directions. A physician can cure an individual case of syphilis without any knowledge of history, but whoever plans a campaign against venereal diseases must take a great many non-medical factors into account and will be confronted with social, economic and religious conditions that are the result of historical developments of which he should be aware. Health education is wasted unless it is somehow combined with education in citizenship which is impossible without history. I should think that at the present moment when India is planning to develop its medical services and to bring health to the villages, the cooperation of a physician who can think in terms of history, should be extremely valuable. And the Institute by collaborating with the departments of social medicine, hygiene and public health should be able to make important contributions.

IV.

There is another field in which the Institute of the History of Medicine as a department of a National Medical College could render great services, the field of education. It could greatly enrich the curriculum.

Whenever a country adopts scientific medicine it usually does it with great enthusiasm and is inclined to throw everything overboard that is not science. The result is that physicians are produced who are highly trained technicians without any education, high grade specialists who see only one small section of medicine and have lost sight of the goal. Medicine is not a natural but a social science. Its target is to keep men adjusted to their social and physical environment as useful members of society, and to readjust them when prevention has broken down. Methods of the natural sciences have to be applied to this end, but the goal is social and the physician should always keep this broad purpose in view.

If I am correctly informed, the general education of the average medical student in India—as in many other countries—is rather scanty. From the moment he leaves the secondary school his training is along scientific lines. He has the added handicap that he is instructed in a foreign language—by necessity in view of the diversity of Indian languages. He may be familiar with English literature from Chaucer to Kipling and hardly know his own classics. I met Indians who admitted that they would find it difficult to deliver a lecture in their own Urdu or Bengali or whatever their mother tongue may have been. This peculiar situation obviously tends to divorce the small educated upper class from the mass of the people. But if there is one profession that must be close to the people it certainly is the medical profession, because the doctor must not only be a therapist but a teacher and friend of the people he serves.

Instruction in medical history, if properly conducted, could greatly contribute to the training of an educated physician. It would teach the student history, the history of his own country but also the history of the world with a bias on medicine that would bring the subject much closer to him. It would teach him to look at modern medicine from the perspective of history and to see it in all its economic, social, religious and philosophic implications, as the result of a long development, as a dynamic process. He would soon find that scientific medicine has a philosophy also. We too look at the human body as a microcosm in the midst of the microcosm. The same elements that constitute the organism are found in the outside world, and the same physico-chemical forces are acting in both. The physician thus trained would have a much clearer idea of the task of medicine and of the part he is called upon to play in society.

Such instruction would also help to develop the spirit that must animate the physician in his work. He must realize that medicine is not a means of becoming rich but a service to the people. The same splendid spirit that drove an elite of medical students to volunteer their services during the recent Bengal famine must permeate the entire medical corps at all times. Only in such a way will it be possible to carry out an ambitious programme and to bring health to the villages.

The Johns Hopkins School of Medicine is often looked upon as the example of a school that succeeded in creating a new pattern of medical education in its country by raising entrance requirements and emphasizing scientific instruction in the laboratory and at the bedside of patients. This is correct but one should also remember that the men who made the School famous were not only great scientists but humanists also. Osler, Welch, Kelly, Halsted were keenly interested in the history of medicine and never missed an opportunity to impart historical knowledge to their students. In 1890, one year after the opening of the Hospital, three years before the School opened

its doors, they founded the Johns Hopkins Medical History Club which is today in the fifty-fifth year of its activities. Osler's historical and philosophical essays will remain a source of inspiration long after his scientific papers and his textbook are forgotten. When the School was opened in 1893 the new curriculum included a course in the history of medicine that was given by John Billings, one of the great pioneers of American medicine, who drew up the plans for the Hopkins Hospital and was largely responsible for the new curriculum. And at the end of his career William Welch, in 1929, created the Johns Hopkins Institute of the History of Medicine, the first of its kind in the United States. I think these facts are highly significant and provide food for reflection.

V.

After all that has been said, it is easily apparent what the structure of such an institute must be. It will require personnel and equipment. Since it will not be possible to find a physician well trained in methods of historical research who masters equally well Sanskrit, Greek, Arabic and Persian, the Institute will need a staff of at least three scholars who will work as a cooperative group. One of them, a student of Sanskrit and other Indian languages will specialize on Hindu medicine. The second will devote his researches primarily to the Moslem phase of Indian medicine and will therefore be an expert in Arabic and Persian medicine, while the third will be a general medical historian and will study the history of Western medicine in its relations with the East and the rise of scientific medicine.

The staff will require tools for research, that is, collections and among them primarily a collection of books. The library of the Institute will include the basic medico-historical literature—books and journals—medical texts in the best editions and translations available, and as many reference books as possible. It should also include a number of non-medical books, such as basic books on political, social and economic history, the history of philosophy, religion and other disciplines, books that are constantly needed for general orientation.

The Institute will in addition collect other documents pertaining to the medical history of India, manuscripts, photographs, portraits, objects such as instruments, etc. and it may consider the creation of a museum of indigenous drugs.

Whoever organizes such an Institute today must endeavour to relieve the research and teaching staff of administrative burdens as much as possible. University administration is in many countries the most wasteful and cumbersome of all administrations in that it uses highly trained scientists and scholars for the solution of petty administrative problems that could be handled by general office workers just as well if not better, and this greatly reduces the efficiency of a faculty. The National Medical College will obviously have a strong Medical Library and it would be advisable to build the institute of the History of Medicine in connection with or as an annex to the Library, so that the technical administration of the Institute could be handled by special employees of the Library. This would permit the staff of the Institute to devote all their efforts to research and the teaching of students.

This is not the place to discuss matters of budget, but there can be no doubt that the cost of erecting and operating such an Institute would be much smaller than that of any other department of the College. And the returns could be immeasurably great, to the College and to the country.

APPENDIX 48.

*Division of Provincial Nursing Councils
Registers.*

NURSES REGISTER.

- A-1 Senior Certificated general-trained nurse. (Trained in her own province).
- A-2 Senior Certificated general-trained nurse. (Trained in other provinces in India).
- A-3 Senior Certificated general-trained nurse trained ex-India.

-
- B-1 Junior Certificated general-trained nurse. (Trained in her own province.)
 - B-2 Junior Certificated general-trained nurse. (Trained in other provinces in India.)

-
- C-1 Senior Certificated nurse trained in Women & Children. (Trained in her own province).
 - C-2 Senior Certificated nurse trained in Women & Children. (Trained in other provinces.)

-
- D-1 Junior Certificated nurse trained in Women & Children. (Trained in her own province.)
 - D-2 Junior Certificated nurse trained in Women & Children. (Trained in other provinces.)

-
- E-1 Senior Certificated male nurse. Trained in his own province.
 - E-2 Senior Certificated male nurse. Trained in other provinces.

-
- B-1 Junior Certificated male nurse. Trained in his own province.
 - F-2 Junior Certificated male nurse. Trained in other provinces.

MIDWIVES REGISTER.

- A-1 Nurse-Midwife (Senior double certificated) trained in her own province.
- A-2 Nurses-Midwife (Senior double certificated) trained in other provinces.
- A-3 Nurses-Midwife (Senior double certificated) trained ex-India.

-
- B-1 Nurse-Midwife (Junior double certificated) trained in her own province.
 - B-2 Nurse-Midwife (Junior double certificated) trained in other provinces.

C-1	Midwife senior certificated.	Trained in her own province.
C-2	" "	Trained in other provinces.
C-3	" "	ex-India.

D-1	Midwife junior certificated.	Trained in her own province.
D-2	" "	Trained in other provinces.

HEALTH VISITORS REGISTER.

A-1	Nurse health visitors.	Trained in her own province.
A-2	" "	Trained in other provinces.
A-3	" "	Trained ex-India.

B-1	Health Visitors	Trained in her own province.
B-2	"	Trained in other provinces.

APPENDIX 49.

Roll of Assistant Nurses—A.C.I. 1532, Nurses Act, 1943.

1. Under the authority of the Nurses Act, 1943, the General Nursing Council for England and Wales forms and keeps a roll of Assistant Nurses and makes rules for the formation, maintenance and publication of the Roll and regulates the conditions of admission to the Roll.

2. The " Rules and Schedules to the Rules for Existing Assistant Nurses and Assistant Nurses with Intermediate Qualifications framed by the General Nursing Council for England and Wales under Part I of the Nurses Act, 1943 " have now been published.

3. Under those Rules every person who desires to obtain admission to the Roll as an Existing Assistant Nurse must apply within two years after 4th February 1944, on which date Part III of the Rules came into operation. Applicants must produce evidence that they have had specified periods of whole-time training or experience before 17th March, 1943 in the nursing of the sick under the supervision of trained nursing staff in a hospital or institution.

4. Those who are not qualified to obtain admission to the Roll as an Existing Assistant Nurse must apply before the date on which Rules relating to training and examination made under the Act come into operation. This date has not yet been decided but in all probability will be 31st December, 1946. Such applicants must produce evidence that before the date on which the rules relating to training and examination come into operation, they have had specified periods of whole-time training or experience in the nursing of the sick under the supervision of trained nursing staff in a hospital or institution.

5. Every R.A.M.C. other rank, A.T.S. auxiliary, V.A.D. member, or any other army personnel with nursing and midwifery training, or experience, who desires to apply for admission to the Roll of Assistant Nurses, should study the Rules referred to in para. 2 above, copies of which can be obtained from the General Nursing Council for England and Wales, 23, Portland Place, London, W. 1. (Price 1s. 0.) In the case of medical units it is suggested that one or more copies be obtained by the O.C. Unit by applying to C. 2 (c) (Books), War Office and that the rules regarding admission to the Roll be explained to all interested personnel.

6. It is important that applications for admission to the Assistant Nurses Roll be received at the General Nursing Council for England and Wales before the expiration of the periods of grace referred to above.

(A summary of this A.C.I. is No. 113 in the series " Notice Board Information ".)

APPENDIX 50.

Composition of the Proposed Central Nursing Council.

1. *President of the Council.*—Director General, Indian Medical Service, in the first instance, and later elected by the Council from amongst its members.

Members.

- | | |
|--|----|
| 2. Chief Lady Superintendent, Auxiliary Nursing Service, Member & Secretary, Office of the D.G., I.M.S. | 1 |
| 3. The Assistant to the Surgeon General (Nursing), Madras | 1 |
| 4. One Certified Nurse representing training schools for nurses deputed by each Provincial Nursing Council | 10 |
| 5. A senior member of the Nursing Profession working in each of the following areas—
Delhi Province, N.W.F.P., Baluchistan and Central India | 4 |
| 6. President of the Trained Nurses Association of India | 1 |
| 7. Director of the School of Nursing Administration | 1 |
| 8. Chief Principal Matron, Medical Directorate | 1 |
| 9. The Lady Superintendent, Lady Reading Health School, Delhi | 1 |
| 10. The Chief Lady Superintendent, Lady Minto's Indian Nursing Association | 1 |
| 11. The Public Health Commissioner with the Government of India | 2 |
| 12. The Director of Maternity and Child Welfare, Indian Red Cross Society | 1 |
| 13. The Administrative Medical Officers or the Directors of Public Health in 10 Provinces | 10 |
| 14. 4 members nominated by the Governor General-in-Council, 1 of whom must be Registered Nurse (Ward Sister) and 1 Health Visitor : the other 2 preferably ladies with distinguished records of service for the advancement of women's interests | 4 |
| 15. 1 member of the Educational Service, preferably Inspectress of Schools | 1 |
| 16. It will be seen that this membership includes 23 members of the nursing profession, 12 members of the medical profession exclusive of the President, and that wider aspects of advancement of women and education is also secured. | |

It should not be a matter of great difficulty to provide a complete and representative Executive Committee from its members.

APPENDIX 51.

Composition of the Central Pharmaceutical Council.

A PRESIDENT

Eleven members—one nominated from each Provincial Council.

In addition, representatives of the medical profession should be included and it will be essential to ensure adequate representation of the pharmaceutical teaching profession.

A permanent Secretary and probably a permanent legal adviser will be required.

Composition of a Provincial Pharmaceutical Council.

A President, to be elected by the members at their first meeting;

14 members representing the pharmaceutical trade, education and other pharmaceutical interests. These members should be, in the first instance, elected by the teaching institutions, local pharmaceutical bodies and chambers of commerce. One member should be a medical practitioner.

A Permanent Secretary.

APPENDIX 52.

PHARMACY AND POISONS ACT, 1933.

Removal of Pharmacists from Register (U.K.)

(1) If a registered pharmacist, or a person employed by him in the carrying on of his business has been convicted of any such criminal offence, or been guilty of such misconduct as, in the opinion of the *Statutory Committee, renders him, or in the case of an employee, would, if he were a registered pharmacist, render him unfit to be on the register, the committee, after making inquiry into the case, may, subject to the provisions of this Act, direct the registrar to remove the name of the pharmacist from the register.

(2) If the Statutory Committee thinks fit in any case so to do, it may, either of its own motion or on the application of the person concerned, direct the registrar to restore to the register, either without fee or on payment of such fee, not exceeding the fee payable on registrations [as a pharmacist, as may be prescribed by byelaws, any name or entry which has been removed from the register ;

Provided that, where an appeal to the High Court against the removal of a name from the register has been dismissed by the High Court, a direction under this sub-section in respect of that name shall not take effect unless approved by the Privy Council.

(3) The power of the *Council to remove members from the Society and the power of the Privy Council to direct the removal of names from the register shall cease, but nothing in this section shall affect the provisions of ten, eleven and twelve of the Pharmacy Act, 1868, with respect to the erasure from the register of names and entries in the cases to which those sections respectively relate.

*NOTE.—The 1933 Act established the Statutory Committee and vested in it certain of the powers previously held by the Council as a whole..

APPENDIX 53.

CATEGORIES AND TYPES OF MEDICAL AND ANCILLARY PERSONNEL THAT WILL BE AVAILABLE ON DEMOBILISATION.

CATEGORY I.—MEDICAL OFFICERS (MALE & FEMALE).—

Types—

"A," Those with Higher Qualifications such as *Types of Employment for which suitable*—

- | | | | |
|-------------------|---|----|--|
| F. R. C. S. | (a) General Medical employment | .. | In recognised cadres of Government Service, Municipal Boards, District Boards, Indian States, Railway Medical Service, Dufferin Fund Service, Mission Hospitals and Large Public hospital. |
| M. S. | (b) Public Health work and Administration | .. | |
| M. R. C. P. | (c) Specialist appointment on the staffs of teaching hospitals. | .. | |
| M. D. | (d) Higher teaching posts in Medical Colleges and Schools. | .. | |
| M. R. C. O. G. | (e) Research work | .. | |
| D. P. H. | (f) Superintendents of Mental Hospitals, Sanatoria (T. B. Leprosy), Institutes of Hygiene and Pathological Laboratories. | .. | |
| D. M. R. E. | (g) Lectures in Physiology at Universities or Colleges appointments in Public Health Departments or in clinical Laboratories. | .. | |
| D. O. | | .. | |
| D. O. M. S. | | .. | |
| D. L. O. | | .. | |
| D. P. M. | | .. | |
| D. O. G. . . | | .. | |
| D. B., etc., etc. | | .. | |

"B" Recognised as Specialists in one or other of the following subjects:—

- | | | |
|--|----|--|
| Anaesthetics | .. | Recognised Specialists with higher academic qualifications will fall automatically under Type "A". |
| Dermatology | .. | |
| Gynaecology | .. | |
| Hygiene including Malariology, Medicine. | .. | |
| Mental Diseases | .. | |
| Ophthalmology | .. | |
| Diseases of E. N. & T. | .. | |
| Pathology | .. | |
| Radiology and Surgery | .. | |
| Malariology | .. | |
| Neurology | .. | |
| Venerology | .. | |
| Physiology | .. | |
| | .. | |
| | .. | |

Recognised Specialists without higher academic qualifications will fall automatically under Type "C".

"C" Graded Specialists in one or the other of the subjects mentioned under Type "B".

- (a) Public Health Work including Malariaology.
- (b) Research work
- (c) Teaching posts in Medical Colleges and Schools
- (d) Specialists in non-teaching hospitals
- (e) Mental Asylums
- (f) T. B. Sanatoria, hospitals and Clinics
- (g) Leper Asylums, hospitals and Clinics
- (h) V. D. hospitals and Clinics
- (i) Institutes of Hygiene and Pathological Laboratories.
- (j) Junior lecturers in Physiology and appointments in Clinical Laboratories.

"D" Graduates

- (a) General Medical Employment
- (b) School Medical Officers
- (c) Child Welfare and Maternity Centres
- (d) Staff appointments in Sanatoria (T. B. and Leprosy).
- (e) Subsidized Practitioners and M. Sc. for Rural Development Schemes.

- (f) Tea Gardens
- (g) Shipping Companies
- (h) Factories and Mills
- (a) Public Health Work
- (b) Rural and Urban M. O. Hs.
- (c) School Medical Officers
- (d) Child Welfare and Maternity Centres

"E" Licentiates (with L. P. H. or D. T. M. qualification).

"F" Licentiates
"G" Nutrition experts

- Employment as under "D"
- Appointments in Public Health Organizations, Relief Organizations, Physiology Departments of Universities, Colleges, large hospitals, Research Laboratories.
- On Blood Transfusion work in Universities, etc. ..

"H" Blood Transfusion Officers.
CATEGORY II.—DENTAL OFFICERS (I.A.D.C.)—
TYPES : (1) Those with U. K. qualifications }
(2) Those with Indian qualifications }

In recognised cadres of :—
Government Service,
Municipal Boards,
District Boards,
Indian States,
Railway Medical Service,
Dufferin Fund Service,
Mission Hospitals, and Large Public hospitals.

In recognised cadres as mentioned above.

In recognised cadres of :—
Government Service,
Municipal Boards,
District Boards,
Indian States,
Railway Medical Service,
Mission Hospitals, and Large Public hospitals.

CATEGORY III.—NURSES—

TYPES :

1. *I. M. N. S. (T) & (R)*—
A. I. N. S. R. and Trained Nurses
of the A. N. S.

These consist of 'personnel fully trained in the Medical and Surgical Nursing of men, women and children, and are state registered either in India, the U. K., or the British Dominions and Colonies.

Types of employment for which suitable.

1. Inspectresses of Nursing Services under Government.
2. Appointments as :—
 - (a) Matrons of hospitals (after further special training)
 - (b) Sister Tutors (after further special training)
 - (c) Sisters
 - (d) Staff Nurses
 - (e) Health Visitors (after further special training)
 - (f) District Nurses
 - (g) Sanatoria Nursing Staff
 - (h) Infectious Diseases hospitals Nursing Staff
 - (i) Nurses in Infant, Child Welfare and Maternity Centres (after further special training)
 - (j) Nurses in T. B. Clinics (Female).
 - (k) Nurses in V. D. Clinics (Female).
 - (l) Nurses in Mental hospitals (after further special training).

In recognised cadres of :—
Government Service,
Indian States,
Railways Medical Service,
Municipal Boards,
District Boards,
Dufferin Fund Service and Public Hospitals,
Private Hospitals and Nursing Homes.

2. *Male Nurses*—

These are fully trained Nurses registered by the Provincial Nursing Registration Councils and directly recruited as V. C. Os. in the Army.

- (a) Staff Nurses
- (b) Health Visitors (after further training)
- (c) Sanatoria Nursing Staff
- (d) Nurses in Infectious Diseases hospitals (Male)
- (e) Nurses in T. B. Clinics (Male)
- (f) Nurses in V. D. Clinics (Male)
- (g) Nurses in Mental hospitals (after further training).

In recognised cadres of :—
Government Service,
Indian States,
Railway Medical Service,
Municipal Boards,
District Boards, and Public Hospitals,
Private Hospitals and Nursing Homes.

3. Uncertificated partially trained female Nurses employed in the Army under the A. N. S. Scheme.

Only suitable as Probationer Nurses in hospitals which are training schools to enable them to complete their training. When certificated, they can be employed as detailed under item 2 of Type 1.

4. <i>Specialists Improvers (Male)</i> — These consist of a class educated up to the 9th standard who have received further Army training.	{ Syllabus of the training as at Appendix "A" ..	Suitable for employment as Probationer Nurses in hospitals which are training schools to enable them to complete their training and obtain civil registration. When certificated, they can be employed in the appointments mentioned for Type 2.
5. <i>Nurses Orderlies</i> — (a) With Military Nursing Diploma (24 months' course).	{ Syllabus of the training as at Appendix "B" ..	A certain number of this class will be suitable as Probationers in training schools to qualify as Male Nurses and to enable them to complete their train- ing as Civil Male Nurses. When certificated, they can be employed in the appointments men- tioned for Type 2.
(b) With 3rd Grade Nursing certificate. (c) With 2nd Grade Nursing Certificate. (9 months' course). (d) With 1st Grade Nursing Certificate	{ Syllabus of the training as at Appendix "C" ..	Do. and for hospitals employing uncerti- fied Nurses. For Hospitals employing uncertified Nurses. Do. For V. D. Hospitals and Clinics.
(e) Special Treatment Orderlies, (V. D.) Must have 2nd Grade Nursing Certifi- cate and 3rd Class Roman Urdu Cer- tificate of Examination with clinical training in V. D. Course 3 months.	{ Syllabus of the training as at Appendix "C" ..	
(f) Mental Nursing Orderlies. 3 months' course—Education and Nursing Cer- tificate as under (e).	{ Syllabus of the training as at Appendix "D" ..	For Mental Asylums and Clinics.
(g) Operations Room Attendants .. (4 months' course.) Nursing certificate as under (e). 3rd Class certificate of education in English.	{ Syllabus of the training as at Appendix "E" ..	For large general hospitals.
(h) Ophthalmic Orderlies. (3 weeks' course.) Minimum quali- fications required 2nd Nursing Certificate & 3rd Class English Certificate of Edu- cation or A. V. VI.	{ ..	
(i) Dental Orderlies ..	{ ..	
(j) Masseuse ..	{ ..	

CATEGORY IV—TECHNICIANS—

Types:

1. Radiographer—

Class III Four months' intensive training.
 Class II Six months' training
 Class I Nine months after completion of the Course for Class II and passing that examination.

Syllabus of the training as at Appendix "F"

- (a) X-Ray Departments of hospitals, or
 (b) For further training necessary for such appointments in the Civil.

A. Classes accepted for the above courses :

- (a) Directly recruited V. C. Os.
 (b) Specialist Improvers.

2. Laboratory Assistants—

Class III Four months' intensive training and examination.

Cases II After Six months, intensive training and satisfactory result.

Class I After nine months Do.

Classes accepted for the above courses :—

- (a) Directly recruited V. C. Os.
 (b) Specialist Improvers.

3. Compounders—

Classes accepted by the Army—

- (1) Fully certificated from Provinces

Syllabus of the training as at Appendix "G"

- (a) Employment in Pathological Laboratories in Colleges and Institutes, and Hospitals Laboratories, or
 (b) For further training necessary for such appointments in Civil.

For employment as Compounders, etc.

APPENDIX "A".

INDIAN ARMY MEDICAL CORPS (NURSING SECTION).

1. Indian Hospital Corps was transferred en-bloc to the I.A.M. formation of the latter—3 April, 1943.

2. A. I. (I) Special 114/43 is the authority for Terms of Service, pay, etc. of all ranks and categories of the I.A.M.C.

3. *Nursing Section* (Composition).

Viceroy Commissioned Officers, V. C. Os.—Subedar-Majors, Subedars, Jemadars. The V. C. Os. include Radiographers, Laboratory Assistants, and Male Nurses. Suitably qualified men can be directly recruited as V. C. Os.

Male Nurses. Qualifications required.

Civil Nursing Diploma and registration in Provincial register.

Directly recruited Male Nurses are automatically graded as Grade I for Grade Pay of Rs. 60 p.m. in addition to pay of rank.

Laboratory Assistants and Radiographers.

B. Sc. with special subjects, equivalent scientific qualifications or practical experience.

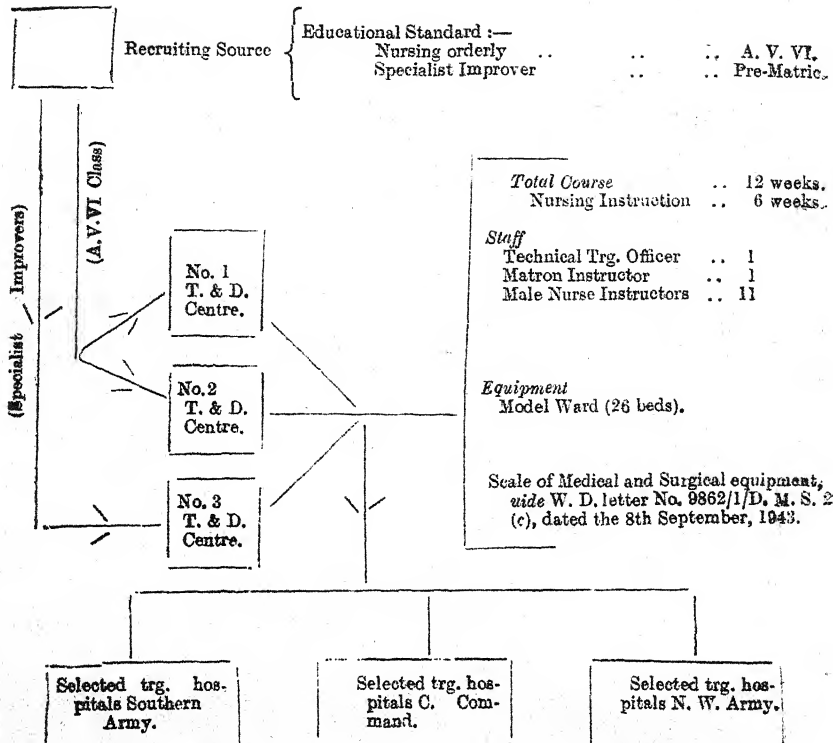
Radiographers in possession of Certificate of Radiographical Assistant Madras are also graded as Grade I.

Other Radiographers and Laboratory Assistants appear before a Trade Testing Board and on the results are graded I, II or III according to their qualifications.

Rank and File.—Minimum educational standard required for recruits to the Nursing Section is Anglo-Vernacular VI.

Pay.—Rs. 18 p.m. basic pay (Sepoy) and training allowance of Rs. 18 p.m.

Specialist Improver Class.—In addition to the ordinary Nursing Orderly a new Class called Specialist Improver Class has been introduced. These personnel are recruited from the pre-matriculation class and received, in addition to basic pay of Rs. 18 training allowance of Rs. 32 p.m. which gives them a total of Rs. 50 p.m. They intended for special training as Laboratory Assistants, Radiographers and Male Nurses and for eventual promotion to V. C. O. rank.



A. 1. Training in selected Hospitals.

(a) 1st and 2nd Nursing Certificates :-

1st Nursing Certificate	2 months.
2nd Nursing Certificate	4 months.

(b) Staff.

Training Officer appointed by O. C. hospital, vide these Headquarters letter No. 10001/D. M. S. 1(f) of 12th April, 1943.

Hospital Matron assisted by selected Sister (M. N. S.)

Two Male Nurse Instructors.

(c) Equipment.

Vide (Under issue).

(d) Syllabus.

Vide these Headquarters letter No. 10001/D. M. S. 1(f), dated the 12th April, and 16th August, 1943.

2. 3rd Nursing Certificate :-

6 months, training.

3. Military Nursing Diploma :-

9 months' training.

B. Specialist Improver class undergo training upto 2nd Nursing Certificate in selected hospitals in Southern Army, after which they are available for posting to selected hospitals in other Armies/Command, vide letter No. 10001/11/D. M. S. 1 (f) of 27th January, 1944.

O. A. V. VI standard are posted to selected hospitals in all Armies/Commands less Eastern Command and 14th Army. They are retained in these hospitals upto the 2nd Nursing Certificate on completion of which they are available for posting to other hospitals and field medical units, *vide* No. 10001/D. M. S. 1 (f) of 10th November, 1943.

APPENDIX "B".

SYLLABUS FOR MILITARY NURSING DIPLOMA (AT THE END OF 24 MONTHS):

Surgical Lectures.—

1. Nursing of compound fractures. Effects of pressure. Care of sprains and dislocations.
2. Nursing of Ear, Nose and Throat cases. Preparation for operation and after nursing care. Syringing of ears.
3. Nursing of eye cases. Preparation for operation. After care. Feeding and nursing of eye injuries.
4. Preparation of cases for various examinations. Cystoscopy. Sigmoidoscopy. Rectal wash out. Care of Haemorrhoid cases and other Rectal operation cases.
5. Preparation for X-Ray examination. X-Ray treatment. Radium.
6. Preparation for anaesthetic table. Special requirements for local general, spinal, rectal, intravenous anaesthesia. Preparation for Lumber puncture.
7. Preparation of operating theatre. Cleansing of theatre. Cleansing of theatre prior to operations. Use of steam sterilizers. (High pressure) Preparation of ligatures and sutures, tubes, dressings, plugging and lubricants.
8. Instruments in use for various operations. Methods of sterilizing same. Treatment of electrical appliances in common use.
9. Sharp instruments, their care and preservation. Method of sending specimens for examination.
10. Special method packing drums for operation theatre use. Treatment of gloves and other rubber appliances.
11. Duties of Orderly in operating theatre. Qualities to be displayed, observation, promptness, quiet efficiency to be elaborated. Position of patient, etc.
12. Nursing of the more severe burns and scalds.
13. Inflammation, suppuration, ulceration gangrene.
14. Nursing of cases of injuries to and diseases of joints.

Medical Lectures.—

1. Nursing of acute infectious fevers. Scarlet fever, Measles, Chicken-pox, Mumps, Small-pox.
2. Nursing of Diphtheria, complications which may arise. Nursing of Tracheotomy cases.
3. Nursing of Cerebro-spinal meningitis. Lumber puncture. Injections of anti Toxins.
4. Nursing of diseases affecting the nervous system, Meningitis, Myelitis, Apoplexy, Epilepsy, Hysteria, Neurasthenia.
5. Nursing of tropical disease, Enteric (Typhoid fever) Paratyphoid.
6. Nursing of tropical diseases continued, Typhus, Plague, sandfly fever, Dysentery, Malaria.

7. Nursing of heat stroke, severe cases of heat exhaustion. Dengue, cholera, sprue.

8. Nursing of diseases of the pancreas and liver. Jaundice, liver abscess, diabetes. Special diets.

9. Diseases resulting from Faulty nutrition, Beri-beri, scurvy.

10. Nursing of diseases of the mouth, throat and stomach.

11. Nursing and treatment of skin cases, ringworm, eczema, scabies, impetigo.

12. Administration and action of drugs.

Lecture and Instruction.

1. Surgery of the abdomen, amputations. Haemorrhage; primary reactionary and secondary. The healing of wounds.

2. Shock, intravenous infusions. Blood transfusion.

3. Burns. First aid treatment; treatment in hospital.

4. Contents of Nos. 1 and 2 Field Ambulance Panniers. Surgical instruments description, sterilization and cleaning of.

5. Definitions—hygiene, sanitation, conservancy. Causation of disease.

6. Environment in relation to hygiene; clothing, climate, work, rest, personal hygiene. Diseases resulting from environment.

7. Germs—origins, species. The chain of infection. Prevention of and protection against disease.

8. Water supplies—water-borne diseases. Food supplies, food diseases and their prevention.

9. Excremental diseases.

10. Droplet infections.

11. Diseases transmitted by animals.

12. Diseases transmitted by personal contact-exposure-injury.

13. Disinfection.

14. Chemical warfare. Nursing and treatment of gas casualties. Defensive measures.

15. Poisoning. General lines of treatment.

16. Medicines and their administration. Action of some of the commoner drugs.

17. Enemata; remedial applications; baths, packs.

18. Diseases of the heart and pericardium.

SYLLABUS FOR 3RD GRADE NURSING CERTIFICATE (AT THE END OF 15 MONTHS).

Surgical.—

1. Qualifications of a good Surgical Nurse. Asepsis, Sterilization of appliances used. Preparation of syringes, lotions, lubricants, tubes, plugging, drains, etc.
2. Nursing of clean and dirty surgical cases. Method of arranging work. Correct method of carrying out a dressing, clearing up, etc. Use of drainage tubes changing same. Removal of sutures.
3. Preparation of patient for (a) Anaesthetic (b) Operation. Special preparation for various cases, and special after care required.
4. Special preparation for bone operations to be elaborated salines, rectal intravenous, continuous drip.
5. Preparation for and after nursing of cases under Spinal anaesthesia. Complications which may arise.
6. Elaboration of preparation and after nursing of abdominal, head, chest, rectal and operations.
7. Spinal injuries, admission of, nursing of and special operations connected therewith.
8. Nursing of cases of severe gunshot wounds. Methods of resuscitation. Care of septic wounds. Treatment of shock.
9. Haemorrhage, Primary, Secondary. Signs and symptoms. Treatment.
10. After nursing of amputation cases. Use of tourniquet. Blood transfusion.
11. Nursing of gastric cases. Feeding Diet scales.

Medical.—

1. Ward management. Admission of patients. How extras are drawn. Hygiene and feeding of patients.
2. Observation of the sick elaborated. Importance of clear and concise reports. Position in bed, movement of patients. Disposal of the dead.
3. Diets in various diseases. Laying of trays. Preservation of food.
4. Enemata stimulant, sedative, nutrient, drip continuous, details of appliances used.
5. Incontinence retention, suppression of urine. Nursing cases of Cystitis Pyelitis, Nephritis.
6. Urine testing. Demonstration.
7. Nursing of diseases of the respiratory system Pneumonia, Bronchitis, Pleurisy, Pleural effusion.
8. Potai's Aspirator, Aspiration of fluid. Demonstration of Aspirator.
9. Nursing care of Heart cases and acute rheumatism.
10. Nursing of gastric cases. Test Meal. Stomach lavage, Barium Meal.
11. Nursing cases of Tuberculosis. Feeding. Disinfection of utensils.

LECTURES TO BE DELIVERED BY MEDICAL OFFICERS IN CON-
JUNCTION WITH THE SYLLABUS OF TRAINING.

1. Burns and scalds, shock, loss of consciousness and fits.
2. The eye and ear (elementary).
Suffocation. Electric shock and special similar conditions. Effects of cold.
3. Drowning ; rescue and resuscitation. Poisoning. Infectious diseases. Personal hygiene of the nursing orderly. Disinfection.
4. Revision of skeleton ; composition of structure of bone, cartilage, ligaments and joints. Surgical anatomy and surgery of head, face and spine.
5. The muscular system. Structure and function of muscles. Muscular development. Internal work done. Energy and heat.
6. The cavity of the thorax, situation and functions of contents. The systemic circulation, blood vessels ; composition and function of the blood. The spleen.
7. The respiratory system ; air and food passages. Mechanism of respiration ; the pulmonary circulation. Surgery of the chest, empyema tracheotomy.
8. The cavities of the abdomen and pelvis. The digestive system, alimentary tract, teeth, glands, peristalsis, food and nutrition ; the portal circulation.
9. Diseases and surgery of the rectum ; comparison of natural and artificial feeding. The urinary system and prostate.
10. Suppression, incontinence and retention of urine. Catheters and catheterization (to include practical instruction in the passage of soft rubber catheters). Urine testing.
11. The nervous system ; brain and spinal cord ; nerve cord and endings ; the sympathetic system ; reflex action. Surgery of nerves.
12. Anatomy and functions of the organs of the special senses ; eye ; nose, tongue, ear and larynx ; removal of foreign bodies ; elementary surgery.
13. The lymphatic system ; lymph, lymphatic glands and channels. Sepsis.

SYLLABUS FOR 2ND GRADE NURSING CERTIFICATE (AT THE END
OF 9 MONTHS).

Elementary Nursing.—

1. Ward management, ventilation, methods of cleaning and care of ward equipment ; admission of patients, disposal of Kit ; taking of patient's particulars, etc. Giving of bedpans and urinals.
2. Disposal of soiled linen and dressings. Disinfection of infected linen, etc. Hospital etiquette and discipline.
3. Bedmaking. Special beds, Rheumatism, Heart Fracture, Operation, Accident. Lifting and turning of patients. Preparation of air and water beds (to be demonstrated).

4. Admission of stretcher cases. Hygiene of patient. Washing, feeding and treatment of helpless cases. Pressure sores and their prevention.

5. Observation of the patient. Position, expression, colour, secretions, excreta, expectoration, appetite, delirium, sleep.

6. Observation of pt. cond't; Temperature, pulse, respirations, charting same. Recording of intake and output in special cases. Method of accurate note taking. Reports verbal and written.

7. Administration of medicine, inhalations, administration of oxygen. Lotions, varieties and strengths. Weights and Measures in common use, domestic equivalents. Demonstrations.

8. Administration of gargles, painting of throats. Application of eye lotions and drops. Use of.

9. Preparation of various kinds of poultices, antiphlogistine, fomentations medical and surgical. Hot water bottles their uses and dangers. Use of ice bags, method of filling and applying. Soap and water enema. Demonstration.

10. Pyrexia and Hyper-pyrexia, nursing of, Rigors treatment of, Nursing of non-infectious fevers.

11. Responsibilities regarding saving of specimen of urine, stools, sputum, vomit. Care of foreign bodies discovered in specimens. Disposal of infected specimens. Demonstration.

12. Nursing of infectious cases. Isolation. Disinfection of linen, excreta, etc. Personal belongings of patient and how to render all free from infection. Disinfection of hospital equipment and utensils.

13. Methods of reducing temperatures. Sponging. Baths various cleaning, medicated, hot air, local.

14. Surgical cleanliness. Cleansing and sterilization of instruments, mackintoshes, catheters, gloves, Dressing trolley requirements. Drums, how to pack and use. To be demonstrated.

LECTURES TO BE DELIVERED BY MEDICAL OFFICERS IN CONJUNCTION WITH THE SYLLABUS OF TRAINING.

2nd Grade Nursing Certificate.

1. The construction of the human body. The skeleton. Recognition and description of the principal bones; cartilages, ligaments and joints.

2. The muscular system. Structure and function of muscles. The cavities formed by the skeleton and their contents.

3. The circulatory system; the heart and blood vessels; the blood. The spleen.

4. The respiratory system; the organs of respiration, their structure, functions. Composition of air. The air and food passages.

5. The digestive system; the alimentary canal and digestive glands the teeth. The digestion of food.

6. The nervous system ; the brain and spinal cord, motor, sensory and sympathetic nerves.
7. The excretory system. The lymphatic system.
8. Wounds and their treatment. Antisepsis and asepsis. Dressing and healing of wounds.
9. First Field and Shell Dressings. Instruments, Contents of Surgical Haversack and Medical Companion.
10. Haemorrhage.
11. Fractures and their treatment.
12. Fractures (continued) ; special fractures and splints. Dislocations and sprains.

Syllabus for 1st Grade Nursing Certificate.

This can be obtained at the end of the 2 weeks' Recruits Training ;
Duration of the Course 6 weeks.

SYLLABUS.

Elementary Anatomy and Physiology and First Aid.

Types of Hospital cases.

Hospital ward furniture and appliances.

Ward administration—bed linen, etc.

Bed-making, etc.,—moving of patients.

Drugs—methods of administration. Poisons.

Poultices, fomentations, plasters etc.

Fevers—taking of temperature. Charts.

Taking and recording of pulse and respiration.

Toilet—bed sores.

Disposal of excreta (Field Service Hygiene notes).

Special appliances (enemas, catheters, stomach tubes).

Instruments and dressings used in the ward.

Sepsis and asepsis—wound infection.

Antiseptics, sterilization and disinfection.

Baths and sponging of patients.

Restoration methods—shocks.

Nursing emergencies—haemorrhage, collapse.

Use of Plaster of Paris—plaster technique.

Taking and disposal of specimens for laboratories.

In addition, Lectures and Instruction will be given in the following
Common infectious cases.

Nursing of fever cases.

Nursing of skin cases.

Nursing of special cases—heart, pneumonia, etc.

Pre-and post-operative treatment.

Burns—nursing and care of.

Nursing of fracture cases.

Ear, nose and throat and eye cases.

Diets and feeding.

Observation of patients.

Use of enema, catheter, stomach tube, etc.

Urine testing.

Management of cases of heat-stroke.

APPENDIX "C".

Special Treatment Orderlies (Indian).

Duration of Course : 3 months.

To attend the Course, candidates must have a minimum qualification as noted below :—

(a) 2nd Grade Nursing Certificate.

(b) 3rd Class Roman Urdu Certificate of Education.

At the end of the Course an examination will be held.

SYLLABUS OF TRAINING—SPECIAL TREATMENT ORDERLIES (INDIAN).
CLASS III.

(A) *GENERAL*.—

1. Elementary anatomy and physiology of the genito-urinary tract in the male.
2. General description of venereal diseases.
3. Grouping of patients according to diseases. Latrines and bath accommodation. Ward discipline.
4. Marking and disinfecting clothing. Method of dealing with clothing of venereal patients. Feeding utensils.
5. General duties of a special treatment orderly.
6. Action for the admission and preliminary treatment of a patient suffering from V.D.
7. Procedure regarding continuation of treatment as an out-patient in the army or as a civilian following discharge from the army.
8. Description of a P. T. Room.
9. Duties of the orderly i/c. P. T. Room.
10. Description of common skin diseases, their treatment and nursing.

(B) *SYPHILIS*.—

1. General description of syphilis, causes and mode of infection.
 2. Method of taking specimens for laboratory examination.
 3. Method and reason for taking blood.
 4. General and local treatment with special reference to nursing.
 5. Preparation of patient for specific treatment. Method of administration.
 6. Duties in the treatment room as regards minor operations, dressings and local applications.
 7. Soft Chancre
 8. Climatic Buboe
 9. Herpes Genitalis
- } Brief description.

(C) *GONORRHOEA*.—

1. General description of gonorrhoea, causes and mode of infection.
 2. Treatment with special reference to nursing and care of complications.
 3. Description and uses of instruments.
 4. Instruction in irrigation room.
 5. Prevention and treatment of gonorrhoea ophthalmia.
 6. Urethritis Simloex
 7. Phimosis and Paraphimosis
 8. Venereal Wards
- } Brief description.

(D) *LABORATORY ROUTINE.—If time permits.*

1. Glass ware—care of glass, microscope slides, test-tubes, etc.
2. The microscope—mechanism, care and maintenance.
3. The Chemical Balance—care and maintenance.
4. Preparation and sterilisation of solutions.
5. Description of training in of smears.

Intensive training in V.D. Wards for a period of 12 weeks when not attending lectures.

APPENDIX "D".

Mental Nursing Orderlies (Indian).

Duration of Course : 3 months.

To attend the Course, candidates must have a minimum qualification as noted below :—

(a) 2nd Grade Nursing Certificate.

(b) 3rd Class Roman Urdu Certificate of Education.

During the period of training, personnel will be employed only in psychiatric wards and will undertake general and specialist nursing duties in these wards.

On the termination of the Course, a report will be submitted.

SYLLABUS.

SECTION A.

THE MIND IN HEALTH.

1. *Psychology*.—Definition, mind and body—relationships ; instincts and reflexes ; three aspects of mind ; cognition (knowing), affection (feeling) and conation (striving) ; sensation, perception ; conception. Special sensations ; hearing, vision, smell, taste, skin sensations ; Visceral ; anaesthetic, apperception ; meaning, ideation ; association of ideas, imagination ; memory ; emotion ; passion, mood temperament ; volition, attention ; complex.

2. The mind conscious and unconscious—repression ; projection ; introjection ; dreams.

3. Elementary anatomy and physiology of C.N.S. brain ; spinal cord peripheral nerves.

SECTION B.

THE MIND IN DISEASES.

1. *Psychopathology*.—Definition. Classification ; psychoneurosis, psychosis, psychopathic states, mental deficiency.

2. *Signs and Symptoms*.—

(A) *Physiological*.

(a) Sensory ; loss, excess, perversion ; pain.

(b) Motor ; weakness, loss, inco-ordination ; tremor ; spasm, rigidity convulsion ; atrophy and hypertrophy.

(c) Reflexes.

(d) Condition of skin, muscles, bones, joints, circulatory, respiratory, elementary urinary reproductive and endocrine systems.

(e) Stigmata of Degeneration.

(f) Types of physique.

(B) *Psychological*.

(a) Sensation, analgesia, parasthesia, Changes in Visceral sensation.

(b) Perception, illusion, hallucinations—types.

(c) Ideation, diminution, acceleration, obsessions.

(d) Judgment ; delusions.

(e) Memory, amnesia—types.

(f) Affection, apathy, excess, liability ; prevailing moods : depression
mania.

(g) Volition and behaviour, diminution, overactivity, ; disorders of behaviour, impulses, mannerisms, degradation.

(h) Speech ; mutism, disconnection, incoherence.

(i) Combinations of the above terms, as in stupor, confusion, depression.

SECTION C.—

THE EXAMINATION AND NURSING OF MENTAL DISABILITY.

1. Attitude of M. N. O. to patients.

2. Points in examination.

Attitude of patient towards examination ; personal hygiene ; general physical condition ; loss of weight, physical exhaustion. Heredity, environment ; mental stress and conflict. Recent disease or wounds. Recent history of malaria, dysentery, typhus, infestation, nutritional deficiency ; heat exhaustion, alcoholism ; drug addiction.

3. Management according to clinical condition *e.g.* elated, excited, noisy, destructive, violent, suspicious, resistive, confused, stuporose, depressed.

4. Observation of fits. Differential diagnosis. Malingering.

5. Methods in treatment ; simple psychotherapy (persuasion, suggestion, encouragement), sedatives ; diversional therapy. M.N.Os. duties in : narcoanalysis, continuous narcosis, convulsant therapy, hydrotherapy, pyrotherapy.

6. Feeding of patients, oral, nasal and rectal feeding.

7. Emergencies ; attempted suicide, artificial respiration, use of stomach tube ; first aid (*e.g.* arrest of haemorrhage).

SECTION D.

GENERAL DUTIES OF M. N. O.

1. Reception of new patient ; inspection for bruises ; abrasions ; blisters and other signs of injury. Searching of patients for dangerous objects.

2. Ward discipline—general principles.

3. Bathing of patients and rules for baths.

4. Bedding and clothing—inspection, restrictions and precautions.

5. Observations of patients at nights.

6 Arrangements for actively suicidal patients.

7. Use of mechanical restraint.

8. Observation and Reports : sleep, food, weight, bowels and bladder behaviour and habits. Sleep and weight charts. Medicine (sedative) book.

9. Duties of M. N. O. in connection with transfer, discharge or death of patient. Any forms used in psychiatric ward.

APPENDIX "E."

Operating Room Attendants.

SYLLABUS.

GENERAL DUTIES IN AN OPERATION THEATRE.

(a) Instruction in the theory and practice of sterilization—the care and use of the commoner types of sterilizers—method of sterilizing various instruments and articles used in the operating theatre and the handling of sterile—cleansing and care of hands and nails.

(b) The care, preparation and cleaning of the operation theatre—its annexes and furniture—preparation of patients for operation and supervision of their transfer from, and to the wards.

(c) Preparation, use and storage of antiseptics and solutions in use in the theatre—the sterilization and storage of water.

(d) Preparation, use and storage of commoner kinds of ligatures and suture material—types of needles and conditions under which various types are required.

(e) Preparation of dressings ; swabs, packs etc. method of arranging and packing drums ; the care and inspection of gloves.

(f) Care and supervision of surgical instruments, rubber goods, etc.

(g) The responsibilities of the operating room attendant with regard to —

1. The patient.
2. Asepsis in the theatre.
3. Emergency apparatus (tracheotomy, transfusion and infusion sets.)

THEATRE TECHNIQUE & CARE OF PATIENTS.

(a) Care of patients during operation ; positions used in various operations ; duties in case of collapse during operations including preparation of transfusion apparatus and saline.

(b) Knowledge of contents of the various gas cylinders used in the operating theatre, their distinguishing marks, their care and maintenance; preparation of anaesthetist's table—apparatus required—duties in an emergency—artificial respiration—raising and lowering of operating table—what to do with the tongue.

(c) Preparation of patients and instruments required for special operations, *e.g.*, injection of haemorrhoids, varicose veins, cystoscopy.

(d) Duties of operating room attendants in connection with the administration of special anaesthesia—position of patients, care of patients during and after injection—local anaesthesia—solutions used and their strengths.

(e) The identification of all instruments likely to be used in the operating theatre and wards, their construction, the method of taking apart and putting together of compound instruments.

APPENDIX " F ".

Syllabuses for courses are as follows :—(Subjects as at Appendix A).

(a) *Radiographers, Class III.* Four months of intensive training.

1st month.

Subject " A " daily lectures and demonstrations.

Subject " E " lectures and demonstrations and Dark Room Work.

2nd and 3rd months.

Subject " B " daily lectures and demonstrations.

Subject " D " lectures and demonstrations.

4th month.

Subject " D " continued.

Subject " C " and " F " lectures or demonstrations.

The students will also receive instruction in office work and in the forms used and the regulations in force in military X-Ray Departments.

During the course the student will attend regularly at the X-Ray room, to learn the procedure therein.

At the end of this course the student will be required to sit for an examination in the subjects taught, those who satisfy the examiners being graded as Radiographers Class III.

(b) *Radiographer, Class II.*

Six months work in the X-Ray Department of a large hospital under a Specialist in Radiology, during which he should receive further instruction in the subjects of his first course and also instruction and lectures in subject " G ".

At the end of this six months he will have to pass an examination in the subjects above, for promotion to Radiographer Class II.

(c) *Radiographer, Class I.*

A further 9 months work in an X-Ray Department on the completion of which, if recommended by a Specialist in Radiology, he would sit for a further examination for promotion to Radiographer Class I.

APPENDIX " A ".

SUBJECT " A ".

Physics.

Static electricity. Attraction and Repulsion. Conductors and Insulators, condensers. Electrostatic measurements, Magnetism. Electric currents, direct and alternating. Electro magnetic Induction. Measurements and measuring instruments. Dynamos, electric motors and converters. Atomic physics. Electro magnetic radiations. Wave length and intensity, characteristic radiation. Absorption, scattering and filtration on radiation. Radiation Measurements.

SUBJECT " B ".

Electrical supply and distribution. A. C. and D. C. currents. Meters. X-Ray apparatus, Coils and interrupters. Transformers and rectifiers. X-Ray tubes, gas and hot cathode, Valve, Production of X-Rays. Accessory apparatus, meters, switches. Auto-transformers, timers and stabilisers.

SUBJECT "C".

Anatomy and Physiology. Elementary development. Bones and joints. Ossification. Surface markings. Normal appearance on radiographer of bones and of soft tissues rendered opaque.

SUBJECT "D".

Radiography. Positioning. Localisation, stereoscopy. Special examinations. Protection.

SUBJECT "E".

Photography, Photographical Chemistry. Developing and fixing. Dark room technique. Faults in exposure and development. Their causes and cure.

SUBJECT "F".

Types of apparatus used in the Army in India, their construction and characteristics. Causes of and tracing of faults. Running repairs.

SUBJECT "G".

Electro-medical apparatus. Contraction of muscles, effects of Galvanism and Faradism. Heating and its effects. Infra red rays. Ultra violet rays and their effects. Diathermy apparatus and its use.

APPENDIX "G".

Syllabuses of courses are as follows:—

Laboratory Assistant, Class III.—Four months of intensive training. Syllabus at Appendix "A".

At the end of this course the students will be required to sit for an examination in the subjects taught, those who satisfy the examiners being graded as Laboratory Assistants, Class III.

Laboratory Assistant, Class II.—A Laboratory Assistant Class III after six months continuous employment in a laboratory and if reported on as a satisfactory by the officer in charge laboratory, may be graded as Laboratory Assistant Class II.

Laboratory Assistant, Class I.—Before grading Laboratory Assistant Class I, the individual must have been employed in a laboratory as Laboratory Assistant Class II for 9 months.

Provided the candidates pass the qualifying examination, based on the syllabus at Appendix "B" they will be graded as Laboratory Assistant, Class I.

APPENDIX "A".

Syllabus of Training—Laboratory Assistant, Class III.

Note.—Army laboratory Assistants are not to be judged on their theoretical knowledge of pathology, bacteriology or biochemistry, but primarily on their ability to prepare apparatus, reagents and material with unfailing reliability, so that the officer may have dependable assistant to carry out his work.

The course of instruction should therefore be designed not with the primary intention of teaching candidates bacteriology and biochemistry but rather of teaching laboratory methods and cultivating technique. The training should include, of course, elementary clinical pathology, but with the object of stimulating and maintaining the interest of the trainee.

The following is a syllabus of training for class III laboratory assistants (pathology):—

1. *Laboratory management.*—Care and custody of equipment.
2. *Sterilization methods.*—Chemical Dry heat. Moist heat. Low temperature. Filtration.
3. *Filters.*—Types of filters. Methods of testing, cleaning and sterilizing. Methods of use.
4. *Microscopy.*—The care and use of the microscope and its component parts. Micrometry. Dark-ground illumination.
5. *Culture media.*—Preparation and cleaning of glassware, etc. Maintenance of sterility. Identification of media. Preparation and standardization of basic media. Preparation of special media in common use.
6. *Stains and staining methods.*—The preparation of stains, and methods of staining, as laid down in the official publication "Laboratory Methods 1932", together with such additions as Field's stain and Picric acid counter-stain for T. B.
7. *Pathogenic micro organisms.*—Basic knowledge of the common pathogenic bacteria and methods of cultivation, including anaerobiasis and the chief characters of *Cl. tetani* and the as gangrene clostridia.
8. *Viruses and rickettsiae.*—General outline only.

9. *Protozoa*.—Recognition of malarial parasites, amoebae, Leishmans donovan bottles end intestinal flagellates.

10. *Helminths*.—Recognition of the eggs of the common helminth ascarisancy lostoma, enterobius, trichuris, taenia, hymenolepis, schistosom. Mounting and preservation of worms and their eggs.

11. *Haematology*.—Hb estimation. Total red and white cell counts and simple differential counts. Sedimentation rates. Blood grouping.

12. *Serology*.—(a) Agglutination.

H & O types ; methods (Dreyer's and Felix's) ; preparation of agglutinating sera.

(b) Principles of Kahn and Wassermann tests ; preparation of reagents and apparatus.

13. *Vaccine preparation*.—Outline. Preparation of apparatus.

14. *Maintenance of stock cultures*.

15. *Biochemistry*.—Elementary, including urine analysis, gastris analysis blood-sugar and blood urea estimations, Vanden Bergh, cerebrospinal fluid (protein and chlorides), and faeces (fats, fatty acids, bile pigments).

16. *Urinary deposits*.—Simple microscopy.

17. *Histology*.—Preparation of tissue for sections. Cutting and staining of sections.

18. *Post-mortem technique*.

19. *Laboratory animals*.—Care, housing, feeding, breeding and handling of laboratory animals.

20. *Office work*.—Accounting for equipment, compilation of returns registration of specimens and recording results of examination.

APPENDIX " B ".

PART A.

Syllabus of Instruction—Laboratory Assistant, Class I.

1. *Laboratory Management and use of Laboratory apparatus*.

2. *Sterilization Methods*.—Chemical. Dry heat. Moist heat. Low temperature. Filtration.

3. *Filters*.—Types of filters. Methods of testing, cleaning and sterilizing. Methods of use.

4. *Microscopy*.—The care and use of the microscope and its component parts. Micrometry. Dark-ground illumination.

5. *Culture Media*.—Standardization of media. Preparation of the commoner medica, fluid and solid, employed in routine work and also special media for the cultivation and differentiation of:—Conococci, meningococci, pneumococci, streptococci, tubercle bacilli, diphtheria bacilli, organisms of the colityphoid-dysentery groups, pathogenic anaerobes, etc.

6. *Stains and staining methods*.—The preparation of stains, and methods of staining.

7. *Pathogenic Micro-organisms and Bacteriological diagnosis*.—Study and identification of the following bacteria, special attention being paid to morphology, staining, culture, biochemical reactions and agglutination tests where applicable.

- (a) *The Pyogenic Streptococci and Staphylococci, the Pneumococcus*.
- (b) *Meningococcus*.—Methods of isolating, identifying and typing. Cell count of cerebrospinal fluid. Precipitin test. An outline of the Gram-negative cocci occurring as Commensals in the nose and throat.
- (c) *Genococcus*.—Methods of isolation.
- (d) *Diphtheria and Diphtheroids*.—Methods of isolation and identification. Virulence, tests.
- (e) *Tubercle bacillus and other Acid-fast bacilli*.—Methods of isolation from sputum, urine, pus, and other material. Antiformin method.
- (f) *Intestinal Gram-negative aerobic bacilli*.—Coli group. Enteric group. Food poisoning group. Dysentery group. Methods of isolation and identification.
- (g) *Vibrio cholerae and allied organisms*.—Methods of isolation, identification and differentiation.
- (h) *Pasturella pestis*.—Methods of isolation and identification. Preparation of laboratory animals prior to inoculation of suspected material.
- (i) *Brucella group*.—Methods of isolation and identification.
- (j) *The Haemophilic Bacteria and allied organisms*.—Methods of isolation and identification.
- (k) *Wound Infections*.—An outline of the organisms associated with gas gangrene. Methods of anaerobic culture.
- (l) *Rickettsia group*.—The Weil-Felix reaction.
- (m) *Pathogenic and Commensal Spirochaetes*.—*Treponema pallidum*, *Spirochaeta recurrentis*, *Leptospira icterohaemorrhagiae*. Methods of demonstration. Laboratory diagnosis.

8. *Rabies*.—Method of obtaining brain of suspected animal. Preparation of sections from the brain. Mann's method of staining, or William's modification of Van-Gieson's method—(basic fuchsin-methylene blue).

9. *Fungi*.—The preparation of hair or scales for examination.

10. *Protozoology*.—Recognition of malarial parasites, trypanosomes, Leishman-Donovan bodies. Outline and recognition of common intestinal protozoa and cysts. Preparation and staining of films by Mayer's haemalum and Heidenhain's iron.

11. *Helminthology*.—Identification of the following helminths and the eggs:—

Nematodes.—*Ascaris lumbricoides*, *Anhylostomes*, *Enterobius vermicularis*, *Trichuris trichiura*.

Cestodes.—*Taenia solium*, *Taenia saginata*, *Taenia granulosa*, *Hymenospilana*.

Trematodes.—*Schistosoma haematobium* and *Schistosoma mansoni*. Mounting and preservation of helminths.

12. *Haematology*.—Methods of obtaining blood. Methods of estimating haemoglobin. Fumeration of Red Blood Cells and Leucocytes. Preparation of stained blood films. Recognition of normal and abnormal cells. Deferential Leucocyte count. Reticulocytes. Examination of blood for parasites. Fratility of the Red Blood Cells. Coagulation Time. Red Cell sedimentation rate. Blood grouping.

13. *Serology*.—Preparation of agglutinating serum. Agglutination tests :—Dreyer's Method and Felix technique. Agglutinin absorption tests. Precipitin reactions.

Wassermann Reaction.—Outline of the principles of the test. Preparation of all apparatus and reagents.

Kahn Test.—Outline of the principles of the test. Preparation of all apparatus and reagents.

14. *Preparation of Vaccines*.—Method of preparing an autogenous vaccine.

15. *Maintenance of Stock Cultures*.

16. *Preparation of tissues for microscopical examination*.—Cutting and mounting sections by the paraffin method. Massons rapid method. Freezing method.

17. *Mounting and preservation of Museum Specimens*.

18. *Urinary Deposits, including cells and casts*.

19. *Laboratory animals*.—Care, housing, feeding, breeding and handling of laboratory animals.

20. *Custody of, and accounting for, Laboratory equipment*.—Compilation of returns.

PART B.

Cleaning, assembling and construction of apparatus employed for routine chemical or biochemical examinations. Simple glass blowing. Care of all measuring instruments. Use of spectroscope, etc.

Essential principles of Chemistry, Distillation, Filtration, etc. Preparation of standard solutions, indicators, estimation of P. H., etc. Volumetric and gravimetric methods. Chemical examinations in connection with routine diagnostic biochemical tests of :—

Urine, Faeces, Blood, Cerebrospinal Fluid, Gastric contents, etc.

APPENDIX " H ".

Syllabus of Training for R. A. M. C./I. A. M. C. Other Ranks. Employed in Ophthalmic Units/Centres.

1st week—

1. Anatomy.
2. Physiology.
3. External Diseases and their treatment.
4. Methods of treatment.
5. Nursing of Ophthalmic Patients.
6. Preparation of Operation Theatre.
7. Preparation of patient for operation.
8. Anaesthetics used.

2nd week—

9. Sterilisation of Ophthalmic Instruments.
10. Sterilisation of eye drops.
11. Ophthalmic Apparatus and its care.
12. Assembly of Ophthalmic Apparatus.
13. Ophthalmic lenses, neutralising of lenses measurements, for Mark III Spectacles, fitting of spectacle frames.
14. Fitting of Artificial Eyes.
15. Records Keeping—(a) Card Index. (b) Day book. (c) Spectacle Prescription Book. (d) Operation Book. (e) Monthly Returns. (f) Army Forms used in Ophthalmic work.

3rd week—

16. Short lecture on care of Electric Ophthalmic Apparatus and writing of same.
17. Revision.
18. Examination.

APPENDIX "I".

TRAINING NURSING SEPOYS AND V. C. O.'s IN MASSAGE AND REMEDIAL GYMNASTICS.

"Syllabus".

The course is planned to give the maximum of groundwork and practical experience in massage, remedial gymnastics and electrical treatment in the period of three months.

Each class consists of a maximum of 20 students.

During the first month there are daily lectures on anatomy, physiology and the theory of massage and exercises including practical instruction.

The last two months are devoted to practical training in the Wards and Department, as well as daily lectures.

Instruction is carried out by qualified C. S. of P. Instructors.

The final examinations will be held at the conclusion of the course and a certificate issued to those students who pass the examinations.

The syllabus of lectures consist of :—

(1) *Anatomy—*

- (a) A careful study of the bones of the body, their shape and function.
- (b) The names, origin, insertions and functions of the main muscle and muscle groups.
- (c) A working knowledge of the joints of the body.
- (d) An elementary knowledge of the main nerves.

(2) *Physiology—*

The elementary knowledge of the structure and functions of the body and its various organs.

(3) *Theory of massage and remedial gymnastics.*

- (a) Types of massage and their uses.
- (b) Its application to wounds, fractures, dislocations, sprains, synovitis, internal derangement of the knee, bruises, scarre rheumatic diseases. A. P. M. and nerve lesions.
- (c) Remedial exercises—value, restrictions and types of movement. Conduct of remedial exercise classes.
- (d) Technique of breathing exercises.

A.

(4) *Instruction in the use of simple electrical equipment.*

B.

- (5) *Simple electrical treatments.*
- (6) *Elementary plaster work.*
- (7) *Instruction in splints and slings, Exercises, in Plaster splints. The use of remedial apparatus including slings and pulleys.*
- (8) *Instruction in English.*

APPENDIX 54. **ESTIMATES OF COST.**

Estimates of cost of NON-RECURRING expenditure during the first five years, second five and first ten years.

	First five years. Rs.	Second five years. Rs.	First ten years. Rs.
Three-million unit scheme	75,16,83,000	1,11,16,87,250	1,86,33,70,250
Malaria Organisation	9,16,800	11,10,000	20,26,800
Tuberculosis	2,42,35,000	3,74,10,000	6,16,45,000
Mental Diseases	1,67,00,000	2,22,00,000	3,89,00,000
Leprosy	1,45,00,000	1,40,00,000	2,85,00,000
School Health	1,32,000	..	1,32,000
Nutrition	6,05,000	..	6,05,000
Professional Education:			
(a) (i) Upgrading at 27 lakhs, conversions at 77 lakhs and creation at 102.0 lakhs per college including the associated hospitals and training fields—			
24 colleges (9+8+7) during the first five years. }	15,73,00,000	13,38,00,000	29,11,00,000
19 colleges (7+3+9) during the second five years. }			
(ii) Accommodation for personnel under training—	1,08,00,000	85,50,000	1,93,50,000
(b) Dental Education	60,00,000	75,00,000	1,35,00,000
(c) Pharmaceutical Education	6,25,000	6,25,000	12,50,000
(d) Public Health Engineering	6,00,000	4,00,000	10,00,000
(e) Nursing	4,20,00,000	4,20,00,000	8,40,00,000
(f) Improvements to Associated hospitals for training of students during internship	48,00,000	38,00,000	86,00,000
(g) Medical Research at Rs. 1 lakh per college	24,00,000	19,00,000	43,00,000
(h) Hospital Social workers			
Expenditure on preliminary surveys in four districts on the basis of cost for the Singur survey (Rs. 13,000 for a population of 62,000)	22,00,000	..	22,00,000
Water Supply—			
(a) Rural	10,00,00,000	10,00,00,000	20,00,00,000
(b) Urban	10,00,00,000	10,00,00,000	20,00,00,000
Drainage @ Rs. 6 crores per year	30,00,00,000	30,00,00,000	60,00,00,000
Medical Research (General provision, Provinces)	20,00,000	20,00,000	40,00,000
TOTAL NON-RECURRING EXPENDITURE	1,53,74,96,800	1,88,69,82,250	3,42,44,79,050

Estimating the expenditure, recurring and non-recurring, in respect of the Centre, as 6 p.c. in each case of the expenditure for the eleven Provinces together, the figures are as shown below:—

Centre	9,22,49,808	11,32,18,935	20,54,68,743
British India as a whole	1,62,97,46,608	2,00,02,01,185	3,62,99,47,793

ESTIMATES OF COST—*contd.*

RECURRING.

	First five years. Rs.	Second five years. Rs.	First ten years. Rs.
Three-million unit scheme	91,91,46,234	2,10,12,29,620	3,02,03,75,85
Central Directorate :—			
(a) Officers	37,00,000	45,50,000	82,50,000
(b) Establishment and contingencies	8,00,000	10,00,000	18,00,000
(c) Travelling allowance	6,25,000	6,25,000	12,50,000
Provincial Directorate—			
(a) Officers	2,93,81,550	2,95,46,550	5,89,28,100
(b) Establishment and contingencies	44,00,000	50,60,000	94,60,000
(c) Travelling allowance	48,75,000	46,75,000	95,50,000
Malaria Organisation	2,52,07,610	3,85,01,887	6,37,09,497
Tuberculosis	5,87,71,600	9,94,04,692	15,81,76,292
Mental Diseases	4,86,59,110	9,63,37,810	14,49,96,920
Venereal Diseases	3,16,54,110	4,70,17,292	7,86,71,402
Leprosy	2,86,20,032	6,56,84,356	9,43,04,388
School Health	18,95,630	23,23,827	42,19,457
Nutrition	34,37,128	42,88,185	77,25,311
Professional Education :			
(a) Upgrading at 8.25 lakhs, conversion at 17.25 lakhs and creation at 17.25 lakhs per college—			
24 colleges (9+8+7) during the first five years.			
19 colleges (7+3+9) during the second five years	16,65,00,000	13,23,75,000	29,88,75,000
(b) Dental Education	75,00,000	75,00,000	1,50,00,000
(c) Pharmaceutical Education	23,00,000	23,00,000	46,00,000
(d) Public Health Engineering	7,50,000	5,00,000	12,50,000
(e) Provincial Sanitary Boards at Rs. 5,000 per board per year (one board for each province)	2,75,000	2,75,000	5,50,000
(f) Nursing	10,38,50,000	10,38,50,000	20,77,00,000
(g) Health Assistants	31,68,000	31,68,000	63,36,000
(h) Hospital social workers	5,78,420	..	5,78,420
(i) Foreign Scholarships	15,00,000	15,00,000	30,00,000
(j) Improvements to associated hospitals for the training of interns at Rs. 10,000 per hospital per year	24,00,000	19,00,000	43,00,000
(k) Postgraduate medical education at Rs. 50,000 per centre per year	12,50,000	12,50,000	25,00,000
(l) Medical Research in colleges at Rs. 0.25 lakh per year per college	30,00,000	23,75,000	53,75,000
(m) Scholarships at Rs. 1,000 per year per student for 50 p.c. of the total number of admissions	1,34,40,000	4,98,00,000	6,32,40,000
(n) Maintenance charges on total capital expenditure on professional education schemes	1,34,71,500	4,55,93,250	5,90,64,750
Water and Drainage Boards Investigation Units, etc. at Rs. 2.6 lakhs per year	13,00,066	13,00,000	26,00,000

RECURRING—*contd.*

	First five years. Rs.	Second five years. Rs.	First ten years. Rs.
Maintenance charges @ 3% per year on capital works in connection with Water Supply and Drainage Schemes ..	3,00,00,000	10,50,00,000	13,50,00,000
Health Education at Rs. 2 lakhs per year	15,00,000	15,00,000	30,00,000
Special Provision for Industrial Health Services	75,00,000	1,00,00,000	1,75,00,000
Medical Research (general provision, Provinces)	50,00,000	50,00,000	1,00,00,000
Maintenance charges on capital works erected in connection with Medical Research ..	1,20,000	4,20,000	5,40,000
Leave reserve at 15 p.c. per year for women and 10 p.c. for men personnel—			
Women	3,55,38,820	7,59,26,782	11,14,65,602
Men	4,27,15,714	7,48,26,896	11,75,42,610
Total	1,60,46,30,456	3,12,66,04,147	4,73,12,34,603
On the basis of 6 per cent. of Provincial expenditure, Centre ..	9,62,77,827	18,75,96,249	28,38,74,076
Total for British India ..	1,70,09,08,283	3,31,42,00,396	5,01,51,08,679

APPENDIX 55.

DETAILS OF THE THREE-MILLION UNIT AND OTHER SCHEMES.

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Non-Recurring.

	First five years. Rs.	First ten years. Rs.
I.—Primary units—		
(a) Office of the primary unit	33,91,60,000	67,84,93,750
(b) Housing for the primary unit staff		
(c) Primary unit dispensary, building and equip- ment.		
II.—50-bed hospital—		
(a) building, equipment, and	5,62,57,000	27,71,07,500
(b) accommodation for staff		
III.—Secondary unit—		
Office, housing for staff including mobile dental clinics organisations	3,78,00,000	7,41,95,000
IV.—200-bed hospital—		
Building, equipment and accommodation for staff..	30,79,62,000	31,75,74,000
500-bed hospital .. .. .	..	46,42,60,000
Ambulances	74,11,79,000	1 81,16,30,250
	.. 1,05,04,000	5,17,40,000
	75 16 83,000	1,86,33,70,25

PRIMARY UNIT.
(Non-Recurring).

			Rs.	Rs.
A.—				
	(a) Office for each primary unit ..		15,000	
	(b) Housing for the primary unit staff ..		1,38,750	
	(c) Dispensary building and equipment ..		20,000	1,73,750
4. For all the provinces,				
	1st year 1080 × 1,73,750 =		18,76,50,000	
	2nd year .. ..		..
	3rd year .. ..		..
	4th year 376 × 1,73,750 =		6,53,30,000	
	5th year 496 × 1,73,750 =		8,61,80,000	33,91,60,000
	6th year 341 × 1,73,750 =		5,92,48,750	
	7th year 396 × 1,73,750 =		6,88,05,000	
	8th year 382 × 1,73,750 =		6,63,72,500	
	9th year 414 × 1,73,750 =		7,19,32,500	
	10th year 420 × 1,73,750 =		7,29,75,000	67,84,93,750

II. 20-bed hospital—

	(a) Building and equipment =		55,000	
	(b) Accommodation for staff		84,250	1,39,25
B. For all the provinces—				
	1st year 216 × 1,39,250 =		3,00,78,000	
	2nd year .. ..		..
	3rd year .. ..		..
	4th year 188 × 1,39,250 =		2,61,79,000	
	5th year .. ..		..	5,62,57,000
	6th year 235 × 1,39,250 =		3,27,23,750	
	7th year 282 × 1,39,250 =		3,92,68,500	
	8th year 274 × 1,39,250 =		3,81,54,500	
	9th year 367 × 1,39,250 =		5,11,04,750	
	10th year 428 × 1,39,250 =		5,95,99,000	27,71,07,500

C.—Ambulances—

2 motor—each 12,000	}			
1 animal driven 2,000 ..		26,000		
1st year 216 × 26,000 =			55,16,000	
2nd year .. ..			..
3rd year .. ..			..
4th year 188 × 26,000 =			48,88,000	
5th year .. ..			..	1,05,04,000
6th year 235 × 26,000 =			61,10,000	
7th year 282 × 26,000 =			73,32,000	
8th year 274 × 26,000 =			71,24,000	
9th year 367 × 26,000 =			95,42,000	
10th year 428 × 26,000 =			1,11,28,000	5,17,40,000

SECONDARY UNIT.
(Non-Recurring.)

					Rs.	Rs.
III.—(a) Office for each Secondary unit	..	..	..	..	..	30,000
(b) Housing for the staff of the Secondary unit	..	..	..	..	..	1,45,000
						<u>1,75,000</u>
2. For all the Provinces—						
1st year 216 × 1,75,000	..	..	=	3,78,00,000		
2nd year	..	..	..	..
3rd year	..	..	..	..
4th year	..	..	..	..
5th year	..	..	..	..		2,72,00,000
6th year	..	..	..	..
Dental Acco. 216 × 16,000	..	..	=	34,56,000		
7th year 66 × 1,75,000	..	..	=	1,15,50,000		
Dental 66 × 16,000	..	..	=	10,56,000		
8th year 6 × 1,75,000	..	..	=	10,50,000		
Dental 6 × 16,000	..	..	=	96,000		
9th year	..	..	..	..
Dental	..	..	..	..		82,50,000
10th year 67 × 1,75,000	..	..	=	1,17,25,000		
Dental 67 × 16,000	..	..	=	10,72,000		8,78,03,000
						<u>7,41,24,500</u>

IV.—200-bed hospital—

(a) Building	..	..	7,00,000			
Equipment	..	..	1,00,000			
(b) Accommodation for the staff			6,25,750	14,25,750		
4. For all the Provinces—						
1st to 5th year 216 × 14,25,750	..	..	=	30,79,82,000	30,79,82,000	
6th year	..	..	..	..
Dental staff acco. 216 × 44,500	..	..	=	96,12,000		
7th year	..	..	..	..
Dental	..	..	..	..
8th year	..	..	..	..
Dental	..	..	..	..
9th year	..	..	..	..
Dental	..	..	..	..
10th year	..	..	..	..
Dental	..	..	..	..		31,75,74,000

No new 500-bed hospital is ever created. They are to be conversions from 200-bed hospitals, but as soon as a certain number of 200-bed hospitals is converted into those with 500-beds an equal number of 200-bed hospitals brought into being.

Building	..	..	Rs. 17,50,000		
Equipment	..	..	2,50,000		
Accommodation for staff	..	..	12,70,000		
			32,70,000		
Non-recurring cost of the 500-bed hospital.				1st ten years.	
1st to 6th year	..	..	=	Nil	
7th year 66 × 32,70,000	..	..	=	21,58,20,000	
Dental staff acco. 66 × 70,000	..	..	=	46,20,000	
8th year 6 × 32,70,000	..	..	=	1,96,20,000	
Dental staff acco. 6 × 70,000	..	..	=	4,20,000	
9th year	..	..	=	Nil	
10th year—					
67 × 32,70,000	..	..	=	21,90,90,000	
Dental staff acco. 67 × 70,000	..	..	=	46,90,000	46,42,60,000

3-MILLION UNIT.

Primary Unit.

1. (a) Office for the primary unit (non-recurring) Rs. 15,000

(b) Housing for the primary unit staff (non-recurring).

Primary Unit (40,000).	No.	Floor space of housing for one person.	Total.	Total cost of accommo- dation for one Unit.
Medical Officer @ Rs. 250— 25—500	2	2,000	4,000	Rs.
Public Health Nurse @ Rs. 100—5—120—10—200	4	1,500	6,000	
Nurse @ Rs. 75—5—125 ..	1	1,500	1,500	22,500 sq. ft. @ Rs. 5 per sq. ft.
Midwives @ Rs. 50—5—100	4	1,000	4,000	
Trained dais @ Rs. 25—1½— 40—2—50	4	1,000	4,000	1,12,500
Sanitary inspector @ Rs. 100—5—150	2	1,500	3,000	
Health assistant @ Rs. 60—5—100.	2	1,000	2,000	8,750 Sq. ft. @ Rs. 3 per sq. ft.
Clerks @ Rs. 75—5—150 ..	2	1,000	2,000	
Fitter mistry @ Rs. 40—2 —60	1	500	500	26,250
Inferior servants— 1 @ Rs. 40—2—60	15	250	3,750	
14 @ Rs. 25—2—55			1,38,750	
Pharmacist @ Rs. 40—2—60	1	500		500
<hr/>				
				1,38,750
<hr/>				
(c) Dispensary at the pri- mary unit— (non-recurring). Building equipment and lands .. ..	..	..	..	20,000

30-BED HOSPITAL.

II. (a) Building ..	..	..	..	..	..	Rs. 45,000
Equipment ..	..	..	..	..	..	10,000
						<u>55,000</u>

(b) *Accommodation for Staff.*—Cost for housing the staff of 30-bed hospital.

	No.	Floor area per head sq. ft.	Total sq. ft.	Rate Rs. per sq. ft.	Total cost,
(1) Medical Officer @ Rs. 250— 25—500	1	2,000	2,000	14,000 sq. ft. @ Rs. 5 per sq. ft.	Rs. 70,000
(2) Nurse 1 @ Rs. 100—5— 175 and 7 @ Rs. 75—5— 125	8	1,500	12,000		
(3) Health assistant @ Rs. 60— 5—100	1	1,000	1,000		
(4) Pharmacist @ Rs. 40—2— 60	1	1,000	1,000	4,750 sq. ft. @ Rs. 3 sq. ft.	14,250
(5) Ward attendants (1 male, 1 female) @ Rs. 30—2— 50	2	250	500		
(6) Cook @ Rs. 30—2—50 ..	1	250	250		
(7) Sweepers (1 male, 1 fe- male) @ Rs. 25—1—35 ..	2	250	500		
(8) Ambulance drivers @ Rs. 50	3	500	1,500	Total ..	<u>84,250</u>

SECONDARY UNIT.

III. Non-recurring.

- (a) Office for the Secondary unit] Rs. 20,000
 (b) Housing for the Secondary unit staff.

	No.	Floor rate of area sq. ft.	Total area sq. ft.	Rate of Cost.	Total Cost Rs.
Administrative M. O. @ Rs. 1,000—50—1,250	1	3,000	3,000	Rs. 5	15,000
Deputy A. M. O. @ Rs. 500—30—800 ..	1	2,500	2,500	"	12,500
Assistant A.M.O. @ Rs. 400—30—700 ..	1	2,500	5,000	"	25,000
Assistant P. H. Engineer @ Rs. 400—30—700 ..	1				
Senior Sanitary Inspectors @ Rs. 150—10—250 ..	2	1,750	3,500	"	35,000
Senior P. H. Nurses @ Rs. 150—10—250 ..	2	1,750	3,500		
Head Clerk @ Rs. 200—10—300 ..	1	1,750	3,500	"	17,500
Statistical Clerk @ Rs. 200—10—300 ..	1				
Stenographers @ Rs. 100—5—200 ..	3	1,500	4,500	"	22,500
Clerk (1st Division) @ Rs. 150—10—250 ..	1	1,500	1,500	"	7,500
Clerks (2nd Division) Rs. 75—5—150 ..	2	1,000	2,000	Rs. 3	6,000
Inferior servants @ Rs. 25—5—55 ..	5	250	1,250	"	3,750
Total ..					1,44,750
					or roughly Rs. 1,45,000 per Secondary Unit.
<i>In the second five years only—</i>			Total		Cost Rs.
Dentist at Rs. 250—25—500	1	2,000	2,000		10,000
Dental Hygienists @ Rs. 80—5—130 ..	2	1,000	2,000		6,000
					Rs. 16,000

Mobile Dental Clinics. (In the second five years only).

Non-recurring expenditure.

Cost of a mobile dental clinic fully equipped (traitor type as in New Zealand).	Rs.
	6,500*
Cost of the towing car	11,000
Extra cost for portable equipments	450
Total ..	17,950
about ..	or 18,000

Calculation of total cost.

	Rs.
3th year $216 \times 18,000$	38,88,000
7th year $66 \times 18,000$	11,88,000
5th year $6 \times 18,000$	1,08,000
9th year Nil	
10th year $67 \times 18,000$	12,06,000
Total	63,90,000

*Such a clinic in New Zealand, cost 320 sterlings eight years ago. For arriving at the present cost another 50 p.c. has been added.

An ambulance car attached to each 30-bed hospital costs Rs. 12,000.

200-BED HOSPITAL

IV. Non-recurrent

(a)—Building	7,00,000
Equipment	1,00,000
	<u>8,00,000</u>

Accommodation for the staff of 200-bed hospital.

(b)—

Personnel.	Number.	Floor area for each sq. ft.	Total floor area sq. ft.	Rate of charge per sq. ft.	Total charge Rs.
Superintendent (Rs. 500—30—800)	1	2,500	2,500		
Medical Officer in charge (Rs. 400—30—700)	3	2,500	7,500		
House Staff (Rs. 250—25—500)	6	2,000	12,000	Rs. 5/- per sq. ft.	5,05,000
Assistant M. Os. in Charge of Laboratory (Rs. 250—25—500)	2	2,000	4,000		
Nurses	50	1,500	75,000		
Senior Pharmacist (Rs. 60—3—90)	1	625	625		
Laboratory Technicians (Rs. 60—5—100)	3	625	1,875		
Caretaker (animals) (Rs. 40—2—60)	1	500	500		
Laboratory attendants (Rs. 30—2—50)	3	250	750		
Pharmacists (Rs. 40—2—60)	6	500	3,000	Rs. 3/- per sq. ft.	54,750
Ward attendants (Rs. 30—2—60)	16	250	4,000		
Sweepers (Rs. 25—1—35)	16	250	4,000		
Cooks (Rs. 30—2—60)	8	250	2,000		
Malis (Rs. 25—1—35)	4	250	1,000		
Mistrie (Rs. 40—2—60)	1	500	500		
Clerk (1st Division) (Rs. 150—10—250)	1	1,500	1,500	Rs. 5/- per sq. ft.	15,000
Stenographer (Rs. 100—5—200)	1	1,500	1,500		
Olerk (2nd Division) (Rs. 75—5—150)	1	1,000	1,000	Rs. 3/-	4,500
Peons (Rs. 25—2—55)	2	250	500	" "	

200-BED HOSPITAL—contd.
Accommodation for the staff of 200-bed hospital.—contd.

Personnel.	Number.	Floor area for each sq. ft.	Total floor area sq. ft.	Rate of charge per sq. ft.	Total charge Rs.
Senior M. O. (X-ray) (Rs. 400—30—700)	1	2,500	2,500	Rs.5/- per sq. ft.	45,000
Junior M. O. (X-ray) (Rs. 250—25—500)	1	2,000	2,000		
Technician (X-ray) (Rs. 150—10—250)	1	1,500	1,500		
Nurses 1 (Rs. 100—5—150) and (1 (Rs. 75—5—125)	2	1,500	3,000		
Attendants (Rs. 25—2—55)	2	250	500	Rs.3/- per sq. ft.	1,500
				Total	6,25,750

ONLY IN THE SECOND FIVE YEARS.

Accommodation for the Dental Organisation attached to each 200-bed hospital.

Orthodontal Surgeon (Rs. 375—25—750)	1	2,500	2,500	Rs.5/- per sq. ft.	32,500
Dentists (Rs. 250—25—500)	2	2,000	4,000		
Dental hygienists (Rs. 80—15—130)	4	1,000	4,000	Rs.3/- per sq. ft.	12,000
				Total	44,500
					only in the 2nd five years.

Non-recurring
Building & equipment. —

500-BED HOSPITAL.

Building.....	17,50,300
Equipment.....	2,50,000
	<u>20,00,000</u>

Accommodation for the staff of 500-bed hospital.

Personnel.	No.	Floor area for each sq. ft.	Total floor area sq. ft.	Rate of charge per sq. ft. (Rs.)	Total charge Rs.
Superintendent (Rs. 600—30—900)	1	2,500	2,500		
M. O. in charge (Rs. 400—30—700)	3	2,500	7,500		
House Staff (Rs. 250—25—500)	6	2,000	12,000		
Assistant M. O. in charge of Laboratory (Rs. 250—25—500)	2	2,000	4,000		
Nurses ..	125	1,500	1,87,500	Rs. 5 per sq. ft.	10,67,500
Senior Pharmacist	1	625	625		
Laboratory Technicians	3	625	1,875		
Caretaker (animals)	1	500	500		
Laboratory attendants	3	250	750		
Pharmacists	16	500	8,000		
Ward attendants ..	32	250	8,000		
Sweepers ..	32	250	8,000		
Cooks ..	16	250	4,000		
Malis ..	4	250	1,000		
Mistry ..	1	500	500		
Inferior servant ..	2	250	500		
Clerk (1st Division)	1	1,500	1,500		
Stenographer ..	1	1,500	1,500		
Clerk (2nd Division)	1	1,000	1,000	Rs. 5 per sq. ft.	20,000
			4,000		
			33,750	Rs. 3 per sq. ft.	1,01,250
			sq. ft.		

500 BED HOSPITAL—contd.

Accommodation for the staff of 500-bed hospital—contd.

Personnel.	No.	Floor area for each sq. ft.	Total floor area sq. ft.	Rate of charge per sq. ft. (Rs.)	Total charge Rs.
Senior M. O. (X-ray) (Rs. 400—30—700)	1	2,500	2,500	Rs. 5 per sq. ft.	77,500
Junior M. O. (X-ray) (Rs. 250—25—500)	2	2,000	4,000		
Technicians (Rs. 150—10—250)	2	1,500	3,000		
Nurses	4	1,500	6,000		
Attendants (Rs. 25—2—55)	4	250	1,000	Rs. 3 per sq. ft.	3,000
				Total ..	12,69,250 or Rs. 12,70,000

IN THE SECOND FIVE YEARS ONLY

Accommodation for the Dental organisation attached to a 500-bed hospital.

	No.	sq. ft.	Total sq. ft.	Rate per sq. ft.	Total cost (Rs.)
Officer-in-Charge of Dental Section (Rs. 500-30-800)	1	2,500	2,500	Rs. 5 per sq. ft.	55,000
Orthodontal Surgeon (Rs. 375—25—750)	1	2,500	2,500		
Dentists (Rs. 250—25—500)	3	2,000	6,000	Rs. 5 per sq. ft.	15,000
Dental Hygienists (Rs. 50—5—130)	5	1,000	5,000		
				Total ..	70,000

RECURRING.

First five years. First ten years.

		Rs.	Rs.
I. Primary Unit.			
(a) Staff salary .. .. .	..	23,92,66,264	1,05,01,52,805
(b) Dispensary: drugs, and sundries ..	..	2,45,97,600	8,17,36,700
II. 30-bed hospital.			
(a) Staff salary .. .. .	..	2,95,80,980	16,53,97,469
(b) Drugs, sundries and diet .. ..	..	2,18,40,000	11,64,45,000
(c) Ambulance maintenance .. ..	..	1,09,20,000	5,82,22,500
III. Secondary Unit.			
Staff salary .. .. .	..	8,34,67,152	22,72,96,865
IV. (a) Staff salary—			
200-bed hospital .. .. .	..	22,01,44,392	49,11,82,593
500-bed hospital .. .. .	..	..	16,18,43,754
(b) Drugs, sundries and diet			
200-bed hospital .. .. .	..	10,80,00,000	21,60,00,000
500-bed hospital .. .. .	..	..	8,72,50,000
V. Administrative Organisation at the District headquarters.	..	5,81,63,776	12,25,73,736
VI. Preparation of House Lists .. ..	..	28,00,000	60,00,000
Total .. .. .	..	84,87,82,164	278,41,01,422
Maintenance charges on capital works in connection with three million unit scheme,			
Primary unit .. .. .	..	2,44,77,900	9,49,88,525
30-bed hospital .. .. .	..	43,94,730	2,41,16,707
Secondary unit .. .. .	..	45,36,000	1,18,24,020
200-bed hospital .. .. .	..	3,69,55,440	8,43,03,180
500-bed hospital .. .. .	..	..	2,10,42,000
Total .. .. .	..	7,03,64,070	23,62,74,432
Grand Total .. .. .	..	91,91,46,234	302,03,75,854

RECURRING.

I. Primary unit.

(a) Staff salaries (see for further details pp.267-268)

	Rs.	Rs.
1st year	4,28,24,160	
2nd year	4,53,06,000	
3rd year	4,77,84,600	
4th year	6,51,72,352	
5th year	8,81,79,152	28,02,66,264
6th year	10,73,63,332	
7th year	12,36,81,662	
8th year	15,03,49,361	
9th year	17,45,74,156	
10th year	19,99,18,330	1,05,01,52,805

(b) Dispensary.

Recurring cost in respect of drugs, sundries and maintenance of emergency beds.

	Rs.	Rs.
Drugs	1,500	
Sundries	600	
Emergency beds	600	
Two Maternity beds at Rs. 500 per bed ..	1,000	
	3,700	
1st year $1080 \times 3,700$	39,96,000	
2nd year Do.	39,96,000	
3rd year Do.	39,96,000	
4th year $1456 \times 3,700$	53,87,200	
5th year $1952 \times 3,700$	72,22,400	2,45,97,600
6th year $2298 \times 3,700$	84,84,100	
7th year $2689 \times 3,700$	99,49,300	
8th year $3071 \times 3,700$	1,13,62,700	
9th year $3485 \times 3,700$	1,28,94,500	
10th year $3905 \times 3,700$	1,44,48,500	8,17,36,700

RECURRING.

II. 30-bed hospital.

(a) Staff salary. (see for further details pp. 269-270).

					Rs.	Rs.
1st year .. .. .	..	..	..	..	40,00,533	
2nd year .. .. .	..	..	..	..	42,40,941	
3rd year .. .. .	..	..	..	..	44,81,568	
4th year .. .. .	..	..	..	..	82,04,140	
5th year .. .. .	..	..	..	..	86,53,792	2,95,30,380
6th year .. .. .	..	..	..	..	1,35,34,907	
7th year .. .. .	..	..	..	..	1,94,73,328	
8th year .. .. .	..	..	..	..	2,55,77,710	
9th year .. .. .	..	..	..	..	3,37,78,409	
10th year .. .. .	..	..	..	..	4,34,52,135	16,53,97,489

(b) Drugs, sundries and diet.

Drugs .. .. .	..	..	..	..	4,500	
Sundries .. .. .	..	..	..	..	1,500	
Diet .. .. .	..	..	..	..	9,000	
					15,000	
1st year $216 \times 15,000$ .. .. .	..	..	..	..	32,40,000	
2nd year $216 \times 15,000$ .. .. .	..	..	..	..	32,40,000	
3rd year $216 \times 15,000$ .. .. .	..	..	..	..	32,40,000	
4th year $404 \times 15,000$ .. .. .	..	..	..	..	60,60,000	
5th year $404 \times 15,000$ .. .. .	..	..	..	..	60,60,000	2,18,40,000
6th year $639 \times 15,000$ .. .. .	..	..	..	..	95,85,000	
7th year $921 \times 15,000$ .. .. .	..	..	..	..	1,38,15,000	
8th year $1195 \times 15,000$ .. .. .	..	..	..	..	1,79,25,000	
9th year $1562 \times 15,000$ .. .. .	..	..	..	..	2,34,30,000	
10th year $1990 \times 15,000$ .. .. .	..	..	..	..	2,98,50,000	11,64,45,000

(c) Ambulance maintenance.

For 2 motors	6,000					
For 1 animal drawn	1,500	7,500 per year				
1st year $216 \times 7,500$ .. .. .	..	..	..	..	16,20,000	
2nd year $216 \times 7,500$ .. .. .	..	..	..	..	16,20,000	
3rd year $216 \times 7,500$ .. .. .	..	..	..	..	16,20,000	
4th year $404 \times 7,500$ .. .. .	..	..	..	..	30,20,000	
5th year $404 \times 7,500$ .. .. .	..	..	..	..	30,20,000	1,09,20,000
6th year $639 \times 7,500$ .. .. .	..	..	..	..	47,92,500	
7th year $921 \times 7,500$ .. .. .	..	..	..	..	69,07,500	
8th year $1195 \times 7,500$ .. .. .	..	..	..	..	89,62,500	
9th year $1562 \times 7,500$ .. .. .	..	..	..	..	1,17,15,000	
10th year $1990 \times 7,500$ .. .. .	..	..	..	..	1,49,25,000	5,82,22,500

III. Secondary Unit.

Staff salary (see for further details pp. 271-272).

1st year .. .. .	..	..	..	..	1,51,96,896	
2nd year .. .. .	..	..	..	..	1,59,33,456	
3rd year .. .. .	..	..	..	..	1,66,95,504	
4th year .. .. .	..	..	..	..	1,74,45,024	
5th year .. .. .	..	..	..	..	1,81,96,272	8,34,67,152
6th year .. .. .	..	..	..	..	2,13,06,024	
7th year .. .. .	..	..	..	..	2,74,01,406	
8th year .. .. .	..	..	..	..	2,88,69,750	
9th year .. .. .	..	..	..	..	2,98,80,576	
10th year .. .. .	..	..	..	..	3,63,71,957	22,72,96,865

RECURRING.

IV. (a) 200-bed hospital.

Staff salary (see for further details pp. 274-276).

					Rs.	Rs.
1st year ..	..	..	..	..	3,91,88,960	
2nd year ..	..	..	..	..	4,16,09,376	
3rd year ..	..	..	..	..	4,40,26,632	
4th year ..	..	..	..	..	4,64,48,424	
5th year ..	..	..	..	..	4,88,70,000	<u>22,01,44,392</u>
6th year ..	..	..	..	..	5,55,71,400	
7th year ..	..	..	..	..	5,24,76,660	
8th year ..	..	..	..	..	5,45,20,314	
9th year ..	..	..	..	..	5,71,62,126	
10th year ..	..	..	..	..	5,13,07,701	<u>49,11,82,593</u>

500-bed hospital.

Staff salary (see for further details pp. 277-280).

7th year ..	..	..	..	..	2,83,45,482	
8th year ..	..	..	..	..	3,24,59,484	
9th year ..	..	..	..	..	3,40,54,044	
10th year ..	..	..	..	..	6,69,84,744	<u>16,18,43,754</u>

(b) Drugs, Sundries and Diet.

for the 200-bed hospital.

Drugs and sundries	40,000					
Diet ..	60,000			<u>1,00,000</u>		
1st year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
2nd year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
3rd year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
4th year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
5th year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	<u>10,80,00,000</u>
6th year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
7th year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
8th year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
9th year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	
10th year $216 \times 1,00,000$	..	..	..	..	2,16,00,000	<u>21,60,00,000</u>

For 500-bed hospital

Drugs and sundries	1,00,000					
Diet ..	1,50,000			<u>2,50,000</u>		
7th year $66 \times 2,50,000$	..	..	..	..	1,65,00,000	
8th year $72 \times 2,50,000$	..	..	..	..	1,80,00,000	
9th year $72 \times 2,50,000$	..	..	..	..	1,80,00,000	
10th year $139 \times 2,50,000$	..	..	..	..	3,47,50,000	<u>8,72,50,000</u>

V. *Recurring cost in respect of the Administration organisation at the District Headquarters.*

(see for further details p. 281).

1st five years.

						Rs.
One such organisation	..	..	..	..	..	2,64,28
216 „ „	..	..	..	..	..	5,81,65,776

2nd five years.

One such organisation	..	..	..	..	..	2,85,125
216 „ „	6,44,07,960

1st ten years.

For 216 District Headquarters Organisation	12,25,73,736
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VI. *Preparation of House lists* — (see for further details pp. 232-235).

1st five years	Rs. 28 lakhs.
1st ten years	..	..	..	..	Rs. 60 lakhs.

1(a)

SALARIES.—Primary Unit Staff.
Recurring—further details.

	Num- ber.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
Medical Officer (male) @ Rs. 250—25—500	1	Rs. 3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,100	5,400	5,700
Medical Officer (female) @ Rs. 250—25—500	1	3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,100	5,400	5,700
Public Health Nurses @ Rs. 100—5—120—10—200	4	4,800	5,040	5,280	5,520	5,760	6,240	6,720	7,200	7,680	8,160
Midwives @ Rs. 50—5—100	4	2,400	2,640	2,880	3,120	3,360	3,600	3,840	4,080	4,320	4,560
Trained Dais @ Rs. 25—13—40—2—50	4	1,200	1,272	1,344	1,416	1,488	1,560	1,632	1,704	1,776	1,848
Sanitary Inspectors @ Rs. 100—5—150	2	2,400	2,550	2,640	2,760	2,880	3,000	3,120	3,240	3,360	3,480
Health Assistants (1 male, 1 female) @ Rs. 60—5—100	2	1,440	1,560	1,680	1,800	1,920	2,040	2,160	2,280	2,400	2,400
Pharmacist @ Rs. 40—2—60	1	480	504	528	552	576	600	624	648	672	696
Fitter Mistri @ Rs. 40—2—60	1	480	504	528	552	576	600	624	648	672	696
Clerks @ Rs. 75—5—150	2	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880
Inferior Servants—Jamaadar @ Rs. 40—2—60	1	480	504	528	552	576	600	624	648	672	696
Others @ Rs. 25—2—55	14	4,200	4,536	4,872	5,208	5,544	5,880	6,216	6,552	6,888	7,224
Nurse @ Rs. 75—5—125	1	900	960	1,020	1,080	1,140	1,200	1,260	1,320	1,380	1,400
Allowance for the above staff	..	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Maternity & Child Welfare 3,000	..	..	..	..	..	..	..	..	..	..	..
Contingencies { Sanitary Engineering 1,500 { Other items 1,500	..	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Leave & Pensionary charges	..	144	151	163	173	182	216	227	233	248	259
	..	3,928	4,259	4,542	4,847	5,150	6,285	6,975	7,063	7,452	7,819
Total ..	..	39,652	41,950	44,245	46,540	48,832	52,221	54,842	57,461	60,080	62,553

I. A. DISPENSARY. Drugs, diets and sundries:

Drugs ..	..	..	..	..	1,500 a year
Sundries ..	..	..	..	..	600 "
Emergency beds ..	..	..	..	..	600 "
Two maternity beds @ Rs. 500 per bed	..	..	..	..	1,000 "
Total for one dispensary	..	..	..	..	3,700

Total expense in respect of salaries of staff of all Primary Units during the first ten year period.

Year.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
1st	..	(1,080 × 39,632) 4,23,24,160	(1,080 × 41,950) 4,53,03,000	(1,080 × 44,215) 4,77,34,600	(1,080 × 48,832) 5,27,38,560	(1,080 × 52,221) 5,63,98,680	(1,080 × 54,842) 5,92,29,360	(1,080 × 57,461) 6,20,57,880	(1,080 × 60,080) 6,49,86,400	(1,080 × 62,558) 6,75,62,640
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
Total for the first ten years	..	4,23,24,160	4,53,03,000	4,77,34,600	5,27,38,560	5,63,98,680	5,92,29,360	6,20,57,880	6,49,86,400	6,75,62,640

1st	..	..	..	..	..	..	..	..	..	..
2nd	..	..	..	..	..	..	..	..	..	..
3rd	..	..	..	..	..	..	..	..	..	..
4th	..	..	..	..	..	..	..	..	..	..
5th	..	..	..	..	..	..	..	..	..	..
6th	..	..	..	..	..	..	..	..	..	..
7th	..	..	..	..	..	..	..	..	..	..
8th	..	..	..	..	..	..	..	..	..	..
9th	..	..	..	..	..	..	..	..	..	..
10th	..	..	..	..	..	..	..	..	..	..
Total for the first ten years	..	4,23,24,160	4,53,03,000	4,77,34,600	5,27,38,560	5,63,98,680	5,92,29,360	6,20,57,880	6,49,86,400	6,75,62,640

Five years—Rs. 28,92,66,204

Ten years—Rs. 1,05,01,52,806

1st	..	..	..	..	..	..	..	..	..	..
2nd	..	..	..	..	..	..	..	..	..	..
3rd	..	..	..	..	..	..	..	..	..	..
4th	..	..	..	..	..	..	..	..	..	..
5th	..	..	..	..	..	..	..	..	..	..
6th	..	..	..	..	..	..	..	..	..	..
7th	..	..	..	..	..	..	..	..	..	..
8th	..	..	..	..	..	..	..	..	..	..
9th	..	..	..	..	..	..	..	..	..	..
10th	..	..	..	..	..	..	..	..	..	..
Total for the first ten years	..	4,23,24,160	4,53,03,000	4,77,34,600	5,27,38,560	5,63,98,680	5,92,29,360	6,20,57,880	6,49,86,400	6,75,62,640

II (a).

30-Bed Hospital

SALARY OF STAFF.

Recurring—further details.

Number.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Medical Officer @ Rs. 250—25—500	1	3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,100	5,400
Staff Nurses @ Rs. 100—5—175	1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680
Nurses @ Rs. 75—5—125	7	6,300	6,720	7,140	7,560	7,980	8,400	8,820	9,240	9,660
Health Assistant @ Rs. 60—5—100	1	720	780	840	900	960	1,020	1,080	1,140	1,200
Pharmacist @ Rs. 40—2—60	1	430	504	528	552	576	600	624	648	672
War Attendants @ Rs. 30—2—50	2	720	768	816	864	912	960	1,008	1,056	1,104
Cook @ Rs. 30—2—50	1	360	384	408	432	456	480	504	528	552
Sweepers @ Rs. 25—1—35	2	600	624	648	672	696	720	744	768	792
Contingencies		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Leave salary & pension contributions		2,141	2,294	2,443	2,602	2,755	3,273	3,445	3,618	3,791
Total		18,521	19,634	20,748	21,862	22,975	24,453	25,585	26,718	27,851
										28,983

II b.—Drugs, sundries and diet.—

Drugs	..	..	..	..	4,500
Sundries	..	..	..	..	1,500
Diet (at Rs. 300 per bed per year)	..	..	..	..	9,000
Total	..	..	..	..	15,000 per year.

SECONDARY UNIT STAFF.
(Recurring—further details).

Number.		1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Administrative M. O. @ Rs. 1,000—50—1,200	1	12,000	12,600	13,200	13,800	14,400	14,400	14,400	14,400	14,400	14,400
Deputy A.M.O. @ Rs. 500—30—800	1	6,000	6,360	6,720	7,080	7,440	7,800	8,160	8,520	8,880	9,240
Assistant A. M. O. (Mater- nity & C. W.) @ Rs. 400 —30—700	1	4,800	5,160	5,520	5,880	6,240	6,600	6,960	7,320	7,680	8,040
Assistant Public Health En- gineer @ Rs. 400—30—700	1	4,800	5,160	5,520	5,880	6,240	6,600	6,960	7,320	7,680	8,040
Senior Sanitary Inspectors @ Rs. 150—10—250 ..	2	3,600	3,840	4,080	4,320	4,560	4,800	5,050	5,280	5,520	5,760
Senior Public Health Nurs- es @ Rs. 150—10—250	2	3,600	3,840	4,080	4,320	4,560	4,800	5,040	5,280	5,520	5,760
Head clerk @ Rs. 200—10 —30	1	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360	3,480
Statistical clerk @ Rs. 200— —10—300	1	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360	3,480
Stenographers @ Rs. 100— 5—200	3	3,600	3,780	3,960	4,140	4,320	4,500	4,680	4,860	5,040	5,220
Clerk (1st Division) @ Rs. 150—10—250)	1	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880
Clerk (2nd Division) @ Rs. 75—5—150 ..	2	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880
Inferior servants @ Rs. 25 2—55	5	1,500	1,620	1,740	1,860	1,980	2,100	2,220	2,340	2,460	2,580
Allowances		8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400
Contingencies		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Pension & Leave salary charges		10,656	11,126	11,714	12,244	12,782	13,752	14,217	14,681	15,144	15,631
Total	Rs.	70,356	73,766	77,294	80,764	84,242	87,552	90,357	93,161	95,964	98,891

	Number.	1st year.	2nd year.	3rd year.	4th year.	5th year.
		Rs.	Rs.	Rs.	Rs.	Rs.
Dentist @ Rs. 250-25-500	1	3,000	3,300	3,600	3,900	4,200
Dental Hygienists @ Rs. 80-5-130	2	1,920	2,040	2,160	2,280	2,400
Attendant @ Rs. 30-2-50	1	360	384	408	432	456
Pension & leave salary		1,007	1,092	1,176	1,260	1,345
Cost of drugs and dental materials		1,200	1,200	1,200	1,200	1,200
Maintenance, transportation and depreciation charges	3,600	3,600	3,600	3,600	3,600	3,600
Total		11,087	11,616	12,144	12,672	13,201

[illegible]

1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393</
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Expenditure of the Mobile Dental Organisations attached to secondary units (one to each secondary unit in the second five years only).

	6th year.	7th year.	8th year.	9th year.	10th year.
6th year ..	(216 × 11,087) 23,94,792	(216 × 11,616) 25,09,056	(216 × 12,144) 26,23,104	(216 × 12,672) 27,37,152	(216 × 13,201) 28,51,416
7th year ..	..	(66 × 11,087) 7,31,742	(66 × 11,616) 7,66,656	(66 × 12,144) 8,01,504	(66 × 12,672) 8,36,352
8th year ..	..	..	(6 × 11,087) 66,522	(6 × 11,616) 69,696	(6 × 12,144) 72,864
9th year ..	..	..	..	..	..
10th year	(67 × 11,087) 7,42,829
Total	23,94,792	32,40,798	34,56,282	36,08,352	45,03,461
Grand Total ..					1,72,03,685

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SALARY OF STAFF—Further Details.

Number		1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Superintendent.											
	@ Rs. 500-30-800 ..	6,000	6,350	6,720	7,080	7,440	7,800	8,160	8,520	8,880	9,240
M.O.s. in-Charge of Departments of Medicine, Surgery & Midwifery & Gynaecology.											
2	@ Rs. 400-30-700 ..	9,600	10,320	11,040	11,760	12,480	13,200	13,920	14,640	15,360	16,080
1	@ Rs. 400-30-700 ..	4,800	5,160	5,520	5,880	6,240	6,600	6,960	7,320	7,680	8,040
6	@ Rs. 250-25-500 ..	18,000	19,800	21,600	23,400	25,200	27,000	28,800	30,600	32,400	34,200
Assistant M.O. in-Charge of Laboratory.											
2	@ Rs. 250-25-500 ..	6,000	6,600	7,200	7,800	8,400	9,000	9,600	10,200	10,800	11,400
3	@ Rs. 100 p.m. ..	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
1	@ Rs. 200-10-300 ..	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360	3,480
1	@ Rs. 150-5-200 ..	1,800	1,860	1,920	1,980	2,040	2,100	2,160	2,220	2,280	2,340
1	@ Rs. 140-5-190 ..	1,680	1,740	1,800	1,860	1,920	1,980	2,040	2,100	2,160	2,220
1	@ Rs. 135-5-185 ..	1,620	1,680	1,740	1,800	1,860	1,920	1,980	2,040	2,100	2,160
2	@ Rs. 125-5-175 ..	3,000	3,120	3,240	3,360	3,480	3,600	3,720	3,840	3,960	4,080
4	@ Rs. 115-5-165 ..	5,520	5,760	6,000	6,240	6,480	6,720	6,960	7,200	7,440	7,680
Staff Nurses.											
19	@ Rs. 100-5-175 ..	22,800	23,940	25,080	26,220	27,360	28,500	29,640	30,780	31,920	33,060
17	@ Rs. 75-5-125 ..	15,300	16,320	17,340	18,360	19,380	20,400	21,420	22,440	23,460	24,480

Night Staff Nurses.											
1	1,500	1,320	2,040	4,120	2,450	2,400	2,520	2,120	2,760	2,880	
@ Rs. 75-5-125											
House Sister.											
1	1,300	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740	
@ Rs. 100-5-150											
House Keeper.											
1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740	
@ Rs. 100-5-150											
Senior Pharmacist.											
1	720	756	792	828	864	900	936	972	1,008	1,044	
@ Rs. 60-3-90											
Laboratory Technicians.											
3	2,160	2,340	2,520	2,700	2,880	3,060	3,240	3,420	3,600	3,780	
@ Rs. 60-5-100											
Caretaker.											
1	480	504	528	552	576	600	624	648	672	696	
@ Rs. 40-2-60											
Laboratory attendants.											
3	1,080	1,152	1,224	1,296	1,368	1,440	1,512	1,584	1,656	1,728	
@ Rs. 30-2-50											
Pharmacist.											
6	2,880	3,024	3,168	3,312	3,456	3,600	3,744	3,888	4,032	4,176	
@ Rs. 40-2-60											
Ward attendants.											
16	5,760	6,144	6,528	6,912	7,296	7,680	8,064	8,448	8,832	9,216	
@ Rs. 30-2-50											
Sweepers.											
16	4,800	4,992	5,184	5,376	5,568	5,760	5,952	6,144	6,336	6,528	
@ Rs. 25-1-35											
Cooks.											
8	2,880	13,072	3,264	3,456	3,648	3,840	4,032	4,224	4,416	4,608	
@ Rs. 30-2-50											
Mali.											
4	1,200	1,248	1,296	1,344	1,392	1,440	1,488	1,536	1,584	1,632	
@ Rs. 25-1-35											
Mistrie.											
1	480	504	528	552	576	600	624	648	672	696	
@ Rs. 40-2-60											
Clerk.											
1	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880	
@ Rs. 150-10-250											
Stenographer.											
1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740	
@ Rs. 100-5-200											
Clerk.											
1	900	960	1,020	1,080	1,140	1,200	1,260	1,320	1,380	1,440	
@ Rs. 75-5-150											
Peons.											
2	600	648	696	744	792	840	888	936	984	1,032	
@ Rs. 25-2-55											
Pension & leave salary											
	23,439	24,997	26,555	28,113	29,671	33,519	36,200	36,881	38,561	40,241	
Charges.											
	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
@ Rs. 75-5-150											
contingencies											

200-BED HOSPITAL—*contd.*

	Number 1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Allowances	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
<i>X-ray staff.</i>										
Senior M.O. (x-ray).	1	4,800	5,160	5,520	5,880	6,240	6,600	6,960	7,320	7,680
@ Rs. 400—30—700	..	..	..	..	..	..	..	..	..	..
Assistant M.O. (x-ray).	1	3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,100	5,400
@ Rs. 250—25—500	..	..	..	..	..	..	..	..	..	..
Technician.	1	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760
@ Rs. 150—10—250	..	..	..	..	..	..	..	..	..	..
Nurses.	1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680
@ Rs. 100—5—150	..	..	..	..	..	..	..	..	..	..
@ Rs. 75—5—125	1	900	960	1,020	1,080	1,140	1,200	1,260	1,320	1,380
@ Rs. 75—5—125	..	600	648	696	744	792	840	888	936	984
Attendants	..	..	..	..	..	..	..	..	..	..
@ Rs. 25—2—55	..	..	..	..	..	..	..	..	..	..
Pension & leave salary	..	..	..	..	..	..	..	..	..	..
charges	2,436	2,647	2,818	3,010	3,201	3,511	3,708	3,905	4,103	4,300
<i>Dental Service.</i>										
Orthodontal Surgeon.	1	..	..	..	..	..	4,800	5,100	5,400	5,700
@ Rs. 375—25—750	..	..	..	..	..	..	..	..	..	..
Dentists.	2	..	..	..	..	6,000	6,600	7,200	7,800	8,400
@ Rs. 250—25—500	..	..	..	..	..	..	..	..	..	..
Dental Hygienists.	4	..	..	..	..	3,840	4,080	4,320	4,560	4,800
@ Rs. 80—5—130	..	..	..	..	..	..	..	..	..	..
Pension & leave salary	..	..	..	..	..	3,185	3,473	3,772	4,072	4,371
Charges	..	..	..	..	..	..	..	..	..	..
Total	Rs. 1,81,425	1,92,636	2,03,827	2,15,039	2,26,250	2,37,275	2,47,013	2,57,762	2,68,512	2,79,260

IV. (b).

(Recurring).

Drugs, Sundries
& Diet—

Drugs & sundries	Rs.	40,000
Diet	Rs.	60,000
Total	Rs.	1,00,000 per 200-bed hospital.

500-BED HOSPITAL.
(SALARY OF STAFF—FURTHER DETAIL)

IV. (a)
Recurring.

Number.	1st year Rs.	2nd year Rs.	3rd year Rs.	4th year Rs.	5th year Rs.	6th year Rs.	7th year Rs.	8th year Rs.	9th year Rs.	10th year Rs.
Superintendent. @ Rs. 600—30—900 ..	1	7,200	7,560	7,920	8,280	8,640	9,000	9,360	9,720	10,080
M.O.s. in-Charge of Departments of Medicine, Surgery & Midwifery and Gynaecology. @ Rs. 400—30—700 ..	2	9,600	10,320	11,040	11,760	12,480	13,200	13,920	14,640	15,360
M.O. in-Charge of Laboratory. @ Rs. 400—30—700 ..	1	4,800	5,160	5,520	5,880	6,240	6,600	6,960	7,320	7,680
House Staff. @ Rs. 250—25—500 ..	6	18,000	19,800	21,600	23,400	25,200	27,000	28,800	30,600	32,400
Assistant M.O. in-Charge of Laboratory. @ Rs. 250—25—500 ..	2	6,000	6,600	7,200	78,000	8,400	9,000	9,600	10,200	10,800
Part-time Doctors. @ Rs. 100 p.m. ..	3	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Matron. @ Rs. 200—10—300 ..	1	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360
Assistant Matron. @ Rs. 150—5—200 ..	1	1,800	1,860	1,920	1,980	2,040	2,100	2,160	2,220	2,280
Sister Tutor. @ Rs. 140—5—190 ..	1	1,680	1,740	1,800	1,860	1,920	1,980	2,040	2,100	2,160
Night Sister. @ Rs. 135—5—185 ..	1	1,620	1,680	1,740	1,800	1,860	1,920	1,980	2,040	2,100
Theatre Sister. @ Rs. 125—5—175 ..	3	4,500	4,680	4,860	5,040	5,220	5,400	5,580	5,760	5,940
Night Staff Nurses. @ Rs. 100—5—175 ..	2	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360
Assistant Night Sister. @ Rs. 115—5—165 ..	1	1,380	1,440	1,500	1,560	1,620	1,680	1,740	1,800	1,860
Special Department Nurses. @ Rs. 100—5—175 ..	30	36,000	37,800	39,600	41,400	43,200	45,000	46,800	48,600	50,400

500-BED HOSPITAL—contd.

	Number.	1st year Rs.	2nd year Rs.	3rd year Rs.	4th year Rs.	5th year Rs.	6th year Rs.	7th year Rs.	8th year Rs.	9th year Rs.	10th year Rs.
Staff Nurses.											
@ Rs. 100-5-175 ..	41	49,200	51,060	54,120	56,580	59,040	61,500	63,960	66,420	68,880	71,340
Staff Nurses.											
@ Rs. 75-5-125 ..	42	37,800	40,320	42,840	45,360	47,880	50,400	52,920	55,440	57,960	60,480
House Sister.											
@ Rs. 100-5-150 ..	1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740
House Keeper.											
@ Rs. 100-5-150 ..	1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740
Pharmacist.											
@ Rs. 60-3-90 ..	1	720	756	792	828	864	900	936	972	1,008	1,044
Laboratory Technicians.											
@ Rs. 60-5-100 ..	3	2,160	2,340	2,520	2,700	2,880	3,060	3,240	3,420	3,600	3,780
Caretaker.											
@ Rs. 40-2-60 ..	1	480	504	528	552	576	600	624	648	672	696
Laboratory attendants.											
@ Rs. 30-2-60 ..	3	1,080	1,152	1,224	1,296	1,368	1,440	1,512	1,584	1,656	1,728
Pharmacists.											
@ Rs. 40-2-60 ..	16	7,680	8,064	8,448	8,832	9,216	9,600	9,984	10,368	10,752	11,136
Ward attendants.											
@ Rs. 30-2-50 ..	32	11,520	12,288	13,056	13,824	14,592	15,360	16,128	16,896	17,664	18,432
Sweepers.											
@ Rs. 25-1-35 ..	32	9,600	9,984	10,368	10,752	11,136	11,520	11,904	12,288	12,672	13,056
Cooks.											
@ Rs. 30-2-50 ..	16	5,760	6,144	6,528	6,912	7,296	7,680	8,064	8,448	8,832	9,216
Mail.											
@ Rs. 25-1-35 ..	4	1,200	1,248	1,296	1,344	1,392	1,440	1,488	1,536	1,584	1,632
Mistrie.											
@ Rs. 40-2-60 ..	1	480	504	528	552	576	600	624	648	672	696
Clerk.											
@ Rs. 150-10-250 ..	1	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880
Stenographer.											
@ Rs. 100-5-200 ..	1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740
Clerk.											
@ Rs. 75-5-150 ..	1	900	960	1,020	1,080	1,140	1,200	1,260	1,320	1,380	1,440
Inferior Servants.											
@ Rs. 25-2-55 ..	2	600	648	696	744	792	840	888	936	984	1,032

SALARY OF STAFFS OF 200-BED HOSPITALS.

[illegible]

The Administrative organisation at the district headquarters.

(Further details)

	Number	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Officer-in-Charge of District Health Services @ Rs. 1,250—50—1,500 ..	1	15,000	15,600	16,200	16,800	17,400	18,000	18,000	18,000	18,000	18,000
Deputy (for the area outside the Scheme) @ Rs. 1,000—50—1,200 ..	1	12,000	12,600	13,200	13,800	14,400	14,400	14,400	14,400	14,400	14,400
Senior clerk, @ Rs. 150—10—250 ..	1	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880
Second clerk, @ Rs. 75—5—150 ..	1	900	960	1,020	1,080	1,140	1,200	1,260	1,320	1,380	1,440
Statistical clerk @ Rs. 200—10—300 ..	1	2,400	2,500	2,640	2,660	2,880	3,000	3,120	3,240	3,360	3,488
Inferior servants @ Rs. 25—2—55 ..	3	800	872	1,044	1,116	1,188	1,260	1,332	1,404	1,476	1,548
Contingencies ..		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Travelling allowances ..		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Pension & leave salary ..		9,234	9,474	9,713	9,953	10,192	10,499	10,566	10,633	10,700	10,767
Total ..		50,234	52,046	53,857	55,669	57,480	58,759	59,198	59,637	60,076	60,515

Recurring Cost in respect of the District Headquarters organisation.

<i>1st five years.</i> —	Rs.
One such organisat on	2,69,286
216 such organisations	5,81,65,776
<i>2nd five years.</i> —	
One such organisation	2,98,185
216 such organisations	6,44,07,960
<i>1st ten years.</i> —	
For 216 District headquarters organisations	12,25,73,736

Five clerks (one for each primary unit) and one supervisor are provided for the first five primary units that will be set up in each district.

Province—	Total Cost.	
	Ten year period. Rs.	Five year period. Rs.
1. Madras	8,91,860	3,31,206
2. Bombay	4,73,100	2,62,200
3. Bengal	10,45,200	3,58,806
4. U. P.	11,95,200	6,62,400
5. Bihar	6,26,880	2,26,800
6. Orissa	1,40,400	82,800
7. Punjab	7,16,400	3,23,400
8. C. P. & Berar	3,92,160	2,23,440
9. Assam	2,43,000	88,200
10. Sind	1,03,680	50,400
11. N.-W. F. P.	64,440	37,800
	59,01,420	27,01,440

Rs. 60 lakhs. Rs. 28 lakhs.

Year.	Each District	Expenses.
	No. of primary units.	
	Additional primary units each year.	
	No. of clerks	
	No. of supervisors.	
	Total No. of clerks	
	Total No. of supervisors	
	Clerks Rs. (85 + 12 + 120)	
	Supervisors Rs. (100 × 12 × 24)	
	Total cost	

1st year	5	5	5	1	120	24	1,22,400	28,800	1,51,200
2nd year	5
3rd year	5
4th year	7	2	2	1	48	24	48,960	28,800	77,760
5th year	10	3	3	1	72	24	73,440	28,800	1,02,240
6th year	13	3	3	1	72	24	73,440	28,800	1,02,240
7th year	16	3	3	1	72	24	73,440	28,800	1,02,240
8th year	19	3	3	1	72	24	73,440	28,800	1,02,240
9th year	23	4	4	1	96	24	97,920	28,800	1,26,720
10th year	27	4	4	1	96	24	97,920	28,800	1,26,720
											8,91,840

Maintenance charges on capital works in connection with the three-million unit scheme.

Year.			Capital expenditure	Maintenance at 3 per cent. per year.	
				1st five years.	1st ten years.
			Rs.	Rs.	Rs.
Primary Units.					
1st year	..	..	18,76,50,000	2,25,18,000	5,06,65,500
2nd year	..	..	..	..	..
3rd year	..	..	..	..	..
4th year	..	..	6,53,30,000	19,59,900	1,17,59,400
5th year	..	..	8,61,80,000	..	1,29,27,000
6th year	..	..	5,92,48,750	2,41,77,900	71,09,850
7th year	..	..	6,88,05,000	..	61,92,450
8th year	..	..	6,63,72,500	..	39,82,350
9th year	..	..	7,19,32,500	..	23,51,975
10th year	..	..	7,29,75,000	..	..
Total	..	..	..	..	9,49,88,525
30-bed hospital.					
1st year	..	..	3,00,78,000	36,09,360	81,21,030
2nd year	..	..	..	..	..
3rd year	..	..	..	..	..
4th year	..	..	2,61,79,000	7,85,370	47,12,220
5th year	..	..	..	..	..
6th year	..	..	3,27,23,750	43,94,730	39,26,830
7th year	..	..	3,92,68,500	..	35,34,165
8th year	..	..	3,81,54,500	..	22,59,270
9th year	..	..	5,11,04,750	..	15,33,145
10th year	..	..	5,95,99,000	..	..
Total	..	..	..	..	2,41,18,707
Secondary Unit.					
1st year	..	..	3,78,00,000	45,36,000	1,02,06,000
2nd year	..	..	..	..	..
3rd year	..	..	..	..	..
4th year	..	..	..	..	..
5th year	..	..	..	..	..
6th year	..	..	34,56,000	45,36,000	4,14,720
7th year	..	..	1,15,50,000+	..	11,34,540
			10,56,000		
			=1,26,06,000		
8th year	..	..	10,50,000+	..	68,760
			96,000		
			=11,46,000		
9th year	..	..	..	..	..
10th year	..	..	1,17,25,000+	..	..
			10,72,000		
			=1,27,97,000		
Total	..	..	..	..	1,18,24,030

Maintenance charges on non-recurring expenditure.

Year.			Capital expendi- ture.	Maintenance at 3 per cent. per years.	
				1st five years.	1st ten years.
<i>500-bed hospital.</i>					
1st year	..	..	30,79,62,000	3,69,55,440	8,31,49,740
2nd year	..	..	..	..	..
3rd year	..	..	..	..	..
4th year	..	..	..	..	..
5th year	..	..	..	..	..
6th year	..	..	96,12,000	3,69,55,440	11,53,440
7th year	..	..	..		..
8th year	..	..	..		..
9th year	..	..	..		..
10th year	..	..	..		..
Total	..	..	..	..	8,43,03,180
<i>500-Bed hospital.</i>					
1st year	..	..	..		..
2nd year	..	..	..		..
3rd year	..	..	..		..
4th year	..	..	..		..
5th year	..	..	..		..
6th year	..	..	..		..
7th year	..	..	21,58,20,000 + 46,20,000 =22,04,40,000		1,98,39,600
8th year	..	..	1,96,20,000 + 4,20,000 =2,00,40,000		12,02,400
9th year	..	..	Nil		..
10th year	..	..	21,90,90,000 + 46,90,000 =22,37,80,000		
Total	..	..	..	..	2,10,42,000
For the second five or 1st ten years.					

For the second five or 1st ten years.

Number of 200-bed and 500-bed hospitals in British India, during the First Ten years.

No. of Districts.	Madras 24	Bombay 19	Bengal 26	U. P. 48	Bihar 16	Orissa 6	Punjab 30	C. P. & P. W. 19	Assam 14	Sind 8	N. W. F. P. 16	Total 216
Year.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.	200- beds.
	hospi- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.	hos- hos- tal.
1st year	24	19	26	48	16	6	30	19	14	8	6	216
2nd year	24	19	26	48	16	6	30	19	14	8	6	216
3rd year	24	19	26	48	16	6	30	19	14	8	6	216
4th year	24	19	26	48	16	6	30	19	14	8	6	216
5th year	24	19	26	48	16	6	30	19	14	8	6	216
6th year	24	19	26	48	16	6	30	19	14	8	6	216
7th year	24	24	26	48	16	6	30	19	14	8	6	216
8th year	24	24	26	48	16	6	30	19	14	8	6	216
9th year	24	24	26	48	16	6	30	19	14	8	6	216
10th year	24	24	26	48	16	6	30	19	14	8	6	216

Housing of the staff.

			Rs.	Rs.	Rs.
I.—Primary Units—					
1st year	..	..	$1,080 \times 1,38,750 =$	14,98,50,000	..
2nd "	..	..	..	..	..
3rd "	..	..	..	..	..
4th "	..	..	$376 \times 1,38,750 =$	5,21,70,000	..
5th "	..	..	$496 \times 1,38,750 =$	6,88,20,000	27,08,40,000
6th "	..	..	$341 \times 1,38,750 =$	4,73,13,750	..
7th "	..	..	$396 \times 1,38,750 =$	5,49,45,000	..
8th "	..	..	$382 \times 1,38,750 =$	5,30,02,500	..
9th "	..	..	$414 \times 1,38,750 =$	5,74,42,500	..
10th "	..	..	$420 \times 1,38,750 =$	5,82,75,000	54,18,18,750

II.—30-bed hospitals—

1st year	..	..	$216 \times 84,250 =$	1,81,98,000	..
2nd "	..	..	..	..	..
3rd "	..	..	..	..	..
4th "	..	..	$188 \times 84,250 =$	1,58,39,000	..
5th "	..	..	..	..	3,40,37,000
6th "	..	..	$235 \times 84,250$	1,97,98,750	..
7th "	..	..	$282 \times 84,250 =$	2,37,58,500	..
8th "	..	..	$274 \times 84,250 =$	2,30,84,500	..
9th "	..	..	$367 \times 84,250 =$	3,09,19,750	..
10th "	..	..	$423 \times 84,250 =$	3,60,59,000	16,76,57,500

Secondary Units—

1st year	..	..	$216 \times 1,45,000 =$	3,13,20,000	..
2nd to 5th year	..	..	..	..	3,13,20,000
6th year (Dental)	..	..	$216 \times 16,000 =$	34,56,000	..
7th "	..	..	$66 \times (1,45,000 + 16,000) =$	1,06,26,000	..
8th "	..	..	$6 \times 1,61,000 =$	966,000	..
9th "	..	..	..	..	..
10th "	..	..	$67 \times 1,61,000 =$	1,07,87,000	5,71,55,000

300-bed Hospital (inclusive of Dental)

$$216 \times (6,25,750 + 44,500) = 14,47,74,00$$

1st five and ten years.

500-bed Hospitals

(inclusive of Dental)

7th year	..	$66 \times 12,70,000$	=	8,84,40,400	..
8th "	..	$6 \times 13,40,000$		80,40,300	..
9th "	..	..		..	1st ten years
10th "	..	$67 \times 13,40,000$	=	9,97,80,000	18,62,60,000

Total cost of accommodation for all

1st five years	2nd five years	1st ten years.
Rs.	Rs.	Rs.
48,09,71,000	61,66,94,250	109,76,65,250

PRELIMINARY SURVEYS.

Before starting the proposed health developments it is desirable to have a survey to find out existing health conditions. If such a survey can be carried out in every district where the scheme is to be introduced we shall have reached the ideal arrangement. However, particularly in view of the trained staff necessary this may not be possible. It is therefore suggested that such surveys should be carried out in the areas under our scheme in four districts in each province, which are selected as being representative of the conditions prevailing in the province as a whole. In Singur, for a population of about 62,100, it is understood that the survey cost Rs. 16,000. Therefore the survey in each district will cost roughly Rs. 50,000 and in each province Rs. *two lakhs*. For eleven Provinces this cost will be Rs. 22 *lakhs*.

It is desirable that health surveys should be accompanied by similar surveys in other fields such as agriculture, animal husbandry, education, etc.

Non-recurring.

Water Supply

1st five years—

			Rs.	
Urban	..	..	10,00,00,000	} Maintenance at 3% per year Rs. 1,20,00,000.
Rural	..	..	10,00,00,000	

2nd five years—

Urban	10,00,00,000	} On previous periods expenditure 3,00,00,000. On 2nd five years' expenditure Rs. 1,20,00,000.
Rural	10,00,00,000	

Ten years—

Urban	20,00,00,000	} Maintenance total Rs. 5,40,00,000.
Rural	20,00,00,000	

Drainage—

1st five years	30,00,00,000	} Maintenance 1st five years .. = 1,80,00,000
1st ten years	60,00,00,000	

Total maintenance on water supply and drainage together :

			Rs.
1st five years	..	..	1,20,00,000
			1,80,00,000
			<hr/> 3,00,00,000
1st ten years	..	..	5,40,00,000
			8,10,00,000
			<hr/> 13,50,00,000

Recurring.

Rs.

1st five years—

Water and Drainage Board, Investigation units @ Rs. 2.6 lakhs per year 13,00,000

2nd five years—

Water and Drainage Board, Investigation units @ Rs. 2.6 lakhs per year 13,00,000

1st ten years—

Rs. 13,00,000 plus Rs. 13,00,000 26,00,000

Central Directorate—

					1st five years.	1st ten years.
					Rs.	Rs.
Officers	..	..	..	..	37,00,000	82,50,000
Establishment	..	..	..	..	8,00,000	18,00,000
Travelling allowances	..	..	..	..	6,25,000	12,50,000
Total					51,25,000	1,13,00,000

Provincial Directorate—

					1st five years.	1st ten years.
					Rs.	Rs.
Officers	..	..	..	..	2,93,81,550	5,89,28,100
Establishment	..	..	..	..	44,00,000	94,00,000
Travelling allowance	..	..	..	..	46,75,000	93,50,000
Total					3,84,56,050	7,77,38,100

CENTRAL DIRECTORATE.

Name.	No.	Scale of pay.
STAFF—		
Director General of Health Services	.. .. 1	Rs. 3,500 per mensem.
Deputy Directors	.. .. 6	Rs. 2,750 per mensem.
Assistant Directors	.. .. 14	Rs. 1,900—50—2,100.

PROVINCIAL DIRECTORATE.

Name.	No.	Scale of pay.
STAFF—		
Director of Health Services	.. .. 1	Rs. 2,750 per mensem.
Deputy Directors	.. .. 5	Rs. 2,000—50—2,500.
Assistant Directors	.. .. 14	Rs. 1,500—50—1,750.

CURRENT DISBURSMENTS
(Further details)

Num- ber	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Director General of Health Ser- vices @ Rs. 3,600/- p.m.	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000
Deputy Directors @ Rs. 2,750/- p.m. ..	1,98,000	1,98,000	1,98,000	1,98,000	1,98,000	1,98,000	1,98,000	1,98,000	1,98,000	1,98,000
Assistant Directors @ Rs. 1,900 -50-2,100 ..	3,19,200	3,27,600	3,36,000	3,44,400	3,52,800	3,52,800	3,52,800	3,52,800	3,52,800	3,52,800
Pension & Leave Charges — Pension @ Rs. 175 p.m. per officer ..	44,352	44,352	44,352	44,352	44,352	44,352	44,352	44,352	44,352	44,352
Leave salary @ 15% ..	88,880	85,140	86,400	87,660	88,920	88,920	88,920	88,920	88,920	88,920
	6,37,432	6,97,092	7,06,752	7,16,412	7,26,072	7,26,072	7,26,072	7,26,072	7,26,072	7,26,072
	Roughly Rs. 37,00,000									
Establishment. ..	1,60,000	1,60,000	1,60,000	1,60,000	1,60,000	2,00,000	2,00,000	2,00,000	2,00,000	2,00,000
Total ..	8,47,432 or roughly 9,00,000	8,57,092	8,66,762	8,76,412	8,86,072	9,48,572	9,48,572	9,48,572	9,48,572	9,48,572
	1st five years total—45,00,000									
	2nd five years total—47,50,000									
Travelling allowances. ..	1,25,000	1,25,000	1,25,000	1,25,000	1,25,000	1,25,000	1,25,000	1,25,000	1,25,000	1,25,000
	1st five years total—6,25,000									
	2nd five years total—6,25,000.									

PROVINCIAL DIRECTOR RATE
(Further details)

Num- ber.	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Director of Health Services @ Rs. 2,750	1	33,000	33,000	33,000	33,000	33,000	33,000	33,000	33,000	33,000
Deputy Directors @ Rs. 2,000—50—2,500	5	1,20,000	1,23,000	1,26,000	1,29,000	1,32,000	1,35,000	1,38,000	1,41,000	1,44,000
Assistant Directors @ Rs. 1,500—50—1,750	14	2,52,000	2,60,400	2,68,800	2,77,200	2,85,600	2,94,000	2,94,000	2,94,000	2,94,000
Pension .. ..	..	42,240	42,240	42,240	42,240	42,240	42,240	42,240	42,240	42,240
Leave salary .. ..	..	60,750	62,460	64,170	65,880	67,590	69,300	69,750	70,200	71,100
Totals .. ..	..	5,07,990	5,21,100	5,34,210	5,47,320	5,60,430	5,73,540	5,76,990	5,79,990	5,82,990
		1st five years			26,71,050				28,99,500	
Establishment .. ..	..	80,000	80,000	80,000	80,000	80,000	92,000	92,000	92,000	92,000
					4,00,000				4,60,000	
Travelling allowances .. ..	..	85,000	85,000	85,000	85,000	85,000	85,000	85,000	85,000	85,000
					4,20,000				4,25,000	

MALARIA (TOTAL EXPENDITURE).

			1st five years Rs.	1st ten years Rs.
Non-recurring :				
Centre .. ..	..	..	1,46,800	2,66,800
Provinces .. ..	..	..	7,70,000	17,60,000
Total .. ..	..	..	<u>9,15,800</u>	<u>20,26,800</u>
Recurring :				
Centre .. ..	..	..	47,18,234	1,32,87,136
Provinces .. ..	..	..	2,04,89,326	5,04,22,361
Total	Rs.	Rs.	<u>2,52,07,610</u>	<u>6,37,09,497</u>

Centrally Administered Areas.

Non-recurring—details of the above expenditure.

1st five years :

Headquarters Organisation.

For one Governor's Province ..	Rs. 10,000	
For one Centrally Administered Province	2/3 (10,000)	= Rs. 6,700
For four Centrally Administered Provinces		= Rs. 26,800
Maintenance	Rs. 1,608	

Malaria Control Units :

For one control unit	Rs. 6,000	
For five control units in each of these areas .. (6,000 × 5)		= Rs. 30,000
In all the four areas (30,000 × 4)		= Rs. 1,20,000
Total non-recurring expenditure (1st five years) .. ..	..	= Rs. 1,46,800
Maintenance	Rs. 7,200	
Total Maintenance .. ..	..	<u>Rs. 8,808</u>

2nd five years :

Headquarters' Organisation .. Nil

Malaria Control Units—There are established five additional control units in each area.	Total non-recurring expenditure for them will be	Rs.	Rs. 1,20,000
Maintenance—Headquarters .. ..	..	4,020	Total
			<u>Rs. 2,66,800</u>
Malaria Control Units (old) .. ..	..	18,000	
Malaria Control Units (new) .. ..	..	7,200	..
Total .. ..	..	..	<u>29,220</u>

Total maintenance for the first ten years .. 83,028

MALARIA—contd.

Provinces.

(Non-recurring)

At each headquarters Rs. 10,000 for non-recurring contingencies have been provided, so, for the eleven provinces a sum of Rs. 1,10,000 has been provided.

For ten control units in each province we have provided a sum of Rs. 60,000. And for the eleven Provinces this sum will be Rs. 6,60,000.

In this way a sum of Rs. 7,70,000 for non-recurring expenditure for Malaria, in the first five years, has been included in the estimates.

Maintenance at 3 p. c. per year on the above sum .. Rs. 46,200

In the second five years for additional fifteen control units we have provided a sum of Rs. 9,90,000, on the above basis.

Total or ten years	Rs.	Rs. 9,90,000
		Rs. 6,60,000
Headquarters.. .. .	Rs.	16,50,000
		1,10,000
		Rs. 17,60,000
Maintenance	Rs.	2,51,100

RECURRING (Centre).

1st five years :

	Rs.	
Salaries of staff of headquarter's organisation of one Governor & Province	3,33,816	
Salaries of staff for the Centrally Administered Area = $\frac{2}{3} \times 3,63,816$	2,42,544	
Salaries of staff for four areas	9,70,176	Rs.
Salaries of staff of one Malaria Control Unit ..	1,49,465	
Salaries of staff of five Malaria Control Units (or one Centrally Administered area)	7,47,325	
Salaries of staff for four such areas	29,89,300	
Total salaries for the first five years	39,59,476	
Total maintenance	8,808	
Malaria Institute of India @ Rs. 1.5 lakhs per year	7,50,000	
Total	47,18,284	

End five years :

	Rs.
Staff salaries for one unit for a Governor's Province	4,57,256
Staff salaries of one unit for a Centrally Administered Area	3,04,838
Staff salaries of four Central Administered Areas ..	12,15,352
Staff salaries of one Malaria Control Unit ..	1,79,249
Staff salaries of five Malaria Control Units ..	8,96,245
Staff salaries of all the four Areas	35,84,980
Staff salaries of the four areas with five new malaria control units established	29,89,300
Total salaries (second five years)	77,89,632
Total maintenance	29,220
Malaria Institute of India @ 1.5 lakhs per year ..	7,50,000
Total	85,68,852
Total for the 1st ten years	1,32,87,136

RECURRING (Provinces).

Recurring)

	Rs.
Salaries of staff of the headquarters organisation (Malaria) for the first five years	3,63,816
For eleven Provinces (3,63,816 × 11)	40,01,976
For one control unit (salary of staff)	1,39,465
For ten (in each Province)	14,94,650
Eleven Provinces	64,41,150
Total for the first five years	1,64,41,150
	40,01,976
	2,04,43,126
Maintenance	46,200
	2,04,89,326

*(Recurring)**Ten years :*

	Rs.
For fifteen additional control unit in each province	22,41,975
Eleven Provinces	2,46,61,725
For additional two D.A.D.P.H.'s and their organisations (72,026 × 11)	7,92,220
Expenditure on previous period's organisations	
Headquarters Rs. 4,57,256 × 11	50,29,816
Control units 1,79,249 × 10 × 11	1,97,17,390
Total for ten years	5,02,01,261
Maintenance	2,21,100
	5,04,22,361

Staff in respect of the headquarters, regional and control unit organisation

Malaria—contd.
(Further details).

Name.	No.	Scale of pay.
		Rs.
<i>Headquarters organisation :—</i>		
Malariologist	1	600—40—1,000
Entomologist	1	325—25—650—35—1,000
Sanitary Engineer	1	325—25—650—35—1,000
Overseers	4	100—5—220
Draftsman	1	75—3—125
Antimalaria Officer	1	325—25—650—35—1,000
Laboratory assistants	5	50—5—150
Antimalaria assistants	2	350—25—750
Clerks	3	50—5—150
Insect collectors	8	30—1—50
Inferior servants	2	25—2—55
Sweepers	2	25—1—35
<i>Regional organisation :—</i>		
Deputy	2	325—25—650—35—1,000
Clerks	2	50—5—150
<i>Malaria Control Units :—</i>		
Antimalaria assistant	1	250—25—500
Laboratory assistants	2	50—5—150
Malaria supervisors	5	75—3—90—4—150
Mistrie	1	40—2—60
Field workers	25	25—1—35

TOTAL SALARIES OF A HEADQUARTERS UNIT OF MALARIA ORGANISATION DURING A PERIOD OF TEN YEARS.

	Number.	1st year. Rs.	2nd year. Rs.	3rd year. Rs.	4th year. Rs.	5th year. Rs.	6th year. Rs.	7th year. Rs.	8th year. Rs.	9th year. Rs.	10th year. Rs.
<i>Headquarter Unit.</i>											
Malariologist.	..	1	7,200	7,680	8,160	8,640	9,120	9,600	10,080	11,040	11,520
@ Rs. 600—10—1,000
Entomologist.	..	1	3,900	4,200	4,500	4,800	5,100	5,400	5,700	6,300	6,600
@ Rs. 325—25—650—35—1,000
Sanitary Engineer.	..	1	3,900	4,200	4,500	4,800	5,100	5,400	5,700	6,300	6,600
@ Rs. 325—25—650—35—1,000
Overseers.	..	4	4,800	5,040	5,280	5,520	5,760	6,000	6,240	6,720	6,960
@ Rs. 100—5—200
Draftsman.	..	1	900	936	972	1,008	1,044	1,080	1,116	1,152	1,224
@ Rs. 75—3—135
Antimalaria Officer.	..	1	3,900	4,200	4,500	4,800	5,100	5,400	5,700	6,300	6,600
@ Rs. 325—25—650—35—1,000
Antimalaria Assistants	..	2	6,000	6,600	7,200	7,800	8,400	9,000	9,600	10,800	11,400
@ Rs. 350—25—750
Laboratory Assistants.	..	5	3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,400	5,700
@ Rs. 50—5—150
Clerks.	..	3	1,800	1,980	2,160	2,340	2,520	2,700	2,880	3,240	3,420
@ Rs. 50—5—150
Insect Collectors.	..	8	2,880	2,976	3,072	3,168	3,264	3,360	3,456	3,648	3,744
@ Rs. 30—1—50
Junior Servants.	..	2	600	648	696	744	792	840	888	984	1,032
@ Rs. 25—2—55
Sweepers.	..	2	600	648	696	744	792	840	888	984	1,032
@ Rs. 25—1—35
Travelling allowance	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Contingencies (recurring)	7,896	8,722	9,547	10,373	11,198	12,024	12,850	14,501	15,326
Leave & pension charges	65,176	68,930	72,683	76,437	80,190	83,944	87,698	91,451	93,953

TUBERCULOSIS.

1. *Hospitals and clinics* :—Tuberculosis hospitals of 200 beds are to be established for units of 10 million population.

33 such hospitals are required for British India by 1951 (estimated population 330 millions).

A central clinic located in the same city as the hospital and smaller clinics at the headquarters of each district are required. The estimates of cost, recurring and non-recurring, for all these institutions are given below :—

Estimates.

				Number of institutions.	Cost.	
					Non-recurring. in lakhs. (Rs. 1,500 per bed).	Recurring. in lakhs. (Rs. 900 per bed).
200-bed hospitals	..	..	..	33	99.0	59.40
Main clinics	..	..	..	33	33.0 (at one lakh for each).	8.91 (at Rs. 27,000 for each.)
District clinics. (216 districts in the 11 Governors' Provinces).	..	..	..	183	82.35 (Rs. 45,000 for each).	29.28 (Rs. 16,000 for each).
Total	..	..	..	249	214.35	97.59

The main clinics located in the cities in which the hospitals are established will be equipped and staffed on a more generous scale than the district clinics. The former will serve as training centres for doctors and health visitors; the numbers to be trained to meet the requirements of the country are estimated to be 13,000 doctors and 10,000 health visitors.

Strength of staff required for these institutions :—

Each 200-bed hospital will require specially trained doctors at the rate of one doctor per 30-beds or 7 in all.

In the early stages it may be necessary to have 4 doctors specially trained in tuberculosis and 3 untrained ones.

The main clinics located in the cities in which the hospitals are established will require three doctors each. In the beginning they may be two trained and one untrained.

Each district clinic will require 2 doctors, in the initial stages one trained and the other untrained.

A statement showing the strength of the staff required is given below :—

Type of institution.	No. of Institutions.	Number of trained doctors required.	Strength of staff required (doctors).	
			Early stages.	
			Trained.	Untrained.
200-bed hospitals	33	231 (7 for each).	132 (4 for each).	99 (3 for each).
Main clinics	33	99 (3 for each).	66 (2 for each).	33 (1 for each).
District clinics	183	366 (2 for each).	183 (1 for each).	183 (1 for each).
	249	696	381	315

II.—TRAINING FACILITIES.

(a) Training of doctors.

Eight new training centres have been recommended by the Tuberculosis Sub-committee. Of these one relates to Hyderabad and its cost must be deducted. The total cost in respect of the 8 new centres is 32 lakhs (non-recurring) and Rs. 13 lakhs per year (recurring). Reducing these by 1/8th the figures become—

Non-recurring. (in lakhs).	Recurring. (in lakhs).
Rs. 28	Rs. 11.375

(b) Training of health visitors.

Public health nurses, when trained, will take the place of health visitors. These public health nurses will perform various personal health services such as those associated with maternity and child welfare, school health, tuberculosis, venereal diseases, etc. It is considered that ordinarily public health nurses should have special training in tuberculosis for a period of three months.

Three health visitors are required for each of the main clinics and two for each of the district clinics. The total numbers required are shown below :—

Type of institution.	No. of institutions.	No. of health visitors required
Main clinics	33	99 (3 for each).
District clinics	183	366 (2 for each).
	216	465

Number of doctors trained in the first five years.

The existing institutions will train 75 doctors per year. Therefore within the first five years period 75×4 (or 300) trained doctors will be provided by the existing institutions.

(Note that the batch trained in the 5th year will not be available for service in the 5th year period).

During the same period of five years the 7 new centres (Hyderabad is excluded) may function on an average only for three years (they will take time to be established) and two batches of students may alone undergo training. The period of training is actually 9 months but it is expected that there will be only one course each year. If each of the new institutions makes available 12 trained doctors per year their total contribution within the five-year period will be 168. Therefore the total number of trained doctors available within the five-year period will be 468 (300 plus 168).

It will be seen that, if the proposals outlined above for filling only a certain proportion of the posts by doctors with special training in tuberculosis during the first five-year period be accepted, the training facilities outlined above will suffice to provide the staff required for the suggested expansion of tuberculosis medical institutions.

As regards health visitors the question of training public health nurses has been considered elsewhere. The required number can be made available.

III.—STIPENDS FOR DOCTORS AND HEALTH VISITORS.

Rs. 50 for doctors and Rs. 25 for health visitors are suggested as stipends. The period of training for a doctor is 9 months and that for a health visitor three months.

Cost of stipends for doctors and health visitors.

For 468 doctors at Rs. 50 per month for nine months ..	.. 2.106 lakhs.
For 500 health visitors at Rs. 25 per month for three months ..	.. 0.375 lakhs.
(467 are actually required, the remainder is provided for possible wastage during training)	

Total ..	<u>2.481 or</u> <u>roughly 2.50 lakhs.</u>
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IV.—OTHER ITEMS OF EXPENDITURE.

Other items of expenditure include travelling expenses for poor patients, help to indigent families, aftercare, publicity, etc. On the basis of Rs. 23,500 per annum for a population of three millions suggested by the Tuberculosis Sub-committee the estimate of cost, under these heads, for British India (315 millions) during the first five years will be Rs. 25.85 lakhs.

TUBERCULOSIS.

Estimates of cost in respect of our proposals relating to tuberculosis.

<i>1st five years.</i>				<i>Non-recurring.</i>	<i>Recurring</i>
				Rs.	Rs.
1. Hospitals & clinics	..	..	..	2,14,35,000	4,87,95,000
2. Training of doctors and health visitors..					
(a) Training institutions	..	..	..	28,00,000	56,87,500
(b) Stipends for doctors and health visitors	..	..	..	..	2,50,000
3. Other items of expenditure	..	..	..	..	25,85,000
Total				2,42,35,000	5,73,17,500
<hr/>					
Maintenance on non-recurring expenditure					
@ 3 per cent. per year	..	..	..	..	14,54,100
Total				..	5,87,71,600

Stipends in the 2nd five years.

45 institutions will be imparting training to doctors.

Number to be made available $45 \times 12 =$

Stipends—Doctors $540 \times 50 \times 9$ months—

Health visitors $600 \times 25 \times 3$ months—

540
Rs. 2.43 lakhs.
0.45 „
Rs. 2.88 or
Rs. 3 lakhs.

<i>2nd five years.</i>				<i>Non-recurring.</i>	<i>Recurring.</i>
				Rs.	Rs.
1. Hospitals & clinics	..	..	..	2,14,35,000	4,87,95,000
2. Training of doctors and health visitors..					
(a) training institutions	..	..	..		56,87,500
(b) stipends	..	..	..		3,00,000
3. Other items of expenditure	..	..	..		25,85,000
4. Maintenance on non-recurring expenditure	..	..	..		49,21,350
5. Travelling tuberculosis clinics	..	..	..	1,59,75,000	3,71,15,842
Total				3,74,10,000	9,94,04,692
<hr/>					
1st five years	..	..	..	2,42,35,000	5,87,71,600
Total for 1st ten years	..	..	..	6,16,45,000	15,81,76,292

TRAVELLING TUBERCULOSIS CLINICS.

N.B.—These clinics will be brought into existence in the second five-year period of the scheme. In the 6th and 7th years of the scheme one such clinic will be attached to each secondary unit, whereas in the 8th, 9th and 10th years two such units will be associated with one secondary unit.

*Non-recurring expenditure—**One unit—*

			Rs.
Car with general equipment	..	..	15,000
X-Ray unit	..	..	8,000
Laboratory equipment	..	..	1,500
Total	..	..	22,500

Total non-recurring expenditure—

			No. of clinics started	Addition- al clinics.	Cost. Rs.
One clinic to each secondary unit.	6th year	..	..	216	48,60,000
	7th year	..	..	66	14,85,000
Two clinics to each secondary unit.	8th year	..	..	294	66,15,000
	9th year	..	..	..	..
	10th year	..	..	134	30,15,000
Total	..	..	..	..	1,59,75,000

Recurring expenditure—

					Rs.*
6th year	..	..	..	..	31,97,664
7th year	..	..	..	..	43,11,672
8th year	..	..	..	..	88,42,620
9th year	..	..	..	..	92,07,738
10th year	..	..	..	..	1,15,56,148
Total	..	..	..	..	3,71,15,842

(* Details given below).

		6th year. Rs.	7th year. Rs.	8th year. Rs.	9th year. Rs.	10th year Rs.
One clinic to each secondary unit.	6th year	(216 × 14,804)	(216 × 15,438)	(216 × 16,071)	(216 × 16,705)	(216 × 17,338)
	7th year	31,97,664	33,34,608	34,71,336	36,08,280	37,45,008
Two clinics to each secondary unit.	8th year	..	(66 × 14,804)	(66 × 15,438)	(66 × 16,071)	(66 × 16,705)
	9th year	..	9,77,064	10,18,908	10,60,656	11,02,530
	10th year	..	..	[(232 + 12) (14,804)]	(294 × 15,438)	(294 × 16,071)
		..	..	43,52,376	45,38,772	47,24,874
Total	..	31,97,664	43,11,672	88,42,620	92,07,738	1,15,56,148

Total of five years.=Rs. 3,71,15,842.

TRAVELLING TUBERCULOSIS CLINICS.

Salaries, etc., of the staff.	1st year.	2nd year.	3rd year.	4th year.	5th year.
	Rs.	Rs.	Rs.	Rs.	Rs.
1 M.O. at Rs. 250—25—500	3,000	3,300	3,600	3,900	4,200
1 X-Ray technician					
at Rs. 150—10—250 ..	1,800	1,920	2,040	2,160	2,280
1 Nurse at Rs. 75—5—125 ..	900	960	1,020	1,080	1,140
2 Attendants at Rs. 30—2—50	720	768	816	864	912
Leave salary & pension charges	1,284	1,390	1,495	1,601	1,706
Recurring annual expenditure on the Laboratory ..	3,000	3,000	3,000	3,000	3,000
Propaganda and publicity ..	500	500	500	500	500
Maintenance, transportation and depreciation charges at Rs. 300 p.m.	3,600	3,600	3,600	3,600	3,600
Total ..	14,804	15,438	16,071	16,705	17,338

*Estimates of Expenditure on Mental Institutions.**First five years.*

<i>(1) Improvements in mental hospitals.</i>				<i>Non-recurring.</i>	<i>Recurring.</i>
				Rs.	Rs.
(a)	Madras	..	..	10,00,000	
(b)	Poona ..	..	..	10,00,000	
(c)	Agra ..	..	..	25,00,000	
(d)	Nagpur	..	..	25,00,000	
(e)	Lahore				
	(new hospital 1,500 beds)	..		50,00,000	
(f)	Ranchi				
	(European Mental Hospital)	..		10,00,000	
(g)	Ranchi				
	(Indian Mental Hospital)	..		10,00,000	
(h)	Thana				
	(Converted into Mental Deficiency				
	or Senile Home)	..	..	5,00,000	
				1,45,00,000	
<i>(2) Opening of two new mental hospitals in</i>					
	Bombay & Calcutta	..	..	22,00,000	
				1,67,00,000	
<i>(3) Beds—9,000</i>					
(Total number in all the above eight mental					
hospitals including 2 new ones).					
	@ Rs. 1,000 per bed × 5 years	..	..	..	4,50,00,000
<i>(4) Training of nurses in mental hospitals—2</i>					
years course—100 nurses to be admitted					
for training each year.					
Total number of nurses that require sti-					
pends, etc., in first five years = 900.					
	@ 75 per month, 900 × 75 × 12 months	..	..		8,10,000
<i>(5) Training of Doctors in U.K.</i>					
	20 × 8,000 × 5 years	..	..		8,00,000
<i>(6) Salaries of Central and Provincial Mental</i>					
Officers—					
	Centre ..	..	..		1,66,560
	Provinces ..	..	..		8,80,550
Maintenance charges on capital works				..	10,02,000
Total (recurring)				..	4,86,59,110

Estimates of Expenditure on Mental Institutions.

Second five years.

	Non-recurring. Rs.	Recurring. Rs.
(1) Improvements to the remaining mental hospitals—		
(a) Ahmedabad (500=beds)	} @ Rs. 10,00,000 per hospital. 10,00,000 × 9 =	
(b) Ratnagiri (500=beds)		
(c) Dharwar (500=beds)		
(d) Calicut (500=beds)		
(e) Waltair (500=beds)		
(f) Bareilly (100=beds)		
(g) Benares		
(h) Hyderabad (Sind)		
(i) Assam (1,000=beds)		

 90,00,000

(2) Opening of five new mental hospitals in Madras, Punjab, U. P., Bihar and Central Provinces, each with 500 beds @ Rs. 22 lakhs perhospital for building and equipment	1,10,00,000
(3) Increasing the bed strength of the two new mental hospitals in Calcutta and Bombay, started in the first five years, from 200 to 500 beds	22,00,000

 Total non-recurring 2,22,00,000

Recurring—

(4) Total beds—(1st five years 9,000	+	2nd five years). 9,000	
	18,000		
@ Rs. 1,000 per bed per year for five years			9,00,00,000
(5) Training of nurses—50 nurses to be admitted each year for two years course. Each nurse gets Rs. 75 p.m. as stipend during training 550 × 75 × 12			4,95,000
(6) Training of doctors: 20 × 8,000 × 5			8,00,000
(7) Salaries of Central and Provincial Mental Officers attached to the respective health organisations.	} Centre } Provincial		1,73,460
			10,32,350
(8) Maintenance charge on non-recurring expenditure			38,37,000
	Total (recurring)		9,63,37,810

 Grand Total (recurring) of the 1st ten years 14,49,96,920

Mental Health Organisation.

	1st year. Rs.	2nd year. Rs.	3rd year. Rs.	4th year. Rs.	5th year. Rs.	6th year. Rs.	7th year. Rs.	8th year. Rs.	9th year. Rs.	10th year. Rs.
<i>Provinces.</i>										
Provincial Mental Officer @ Rs. 600—40—1,000 plus 250 p.m. as special pay ..	7,200	7,680	8,160	8,640	9,120	9,600	10,080	10,560	11,040	11,520
Pension @ Rs. 98 p.m. ..	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Leave salary ..	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176
Allowances ..	1,530	1,602	1,674	1,746	1,818	1,890	1,962	2,034	2,106	2,178
	2,080	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Total ..	14,906	15,458	16,010	16,562	17,114	17,666	18,218	18,770	19,322	19,874
	Second five years. Rs. 93,850.									
	1st ten years.=Rs. 1,73,900.									
For eleven Provinces ..	1st five years. Rs.80,050 × 11 = Rs. 880,550									
	Second five years. Rs. 93,850 × 11 = Rs. 10,32,350.									
	1st ten years.=Rs. 19,12,900.									
<i>Centre.</i>										
Mental Officer at the Centre @ Rs. 1,900—50—2,100.	22,800	23,400	24,000	24,600	25,200	25,800	26,400	27,000	27,600	28,200
Pension @ Rs. 176 p.m. ..	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112
Leave salary @ 15 p.a. ..	3,420	3,510	3,600	3,690	3,780	3,870	3,960	4,050	4,140	4,230
Allowances ..	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Total ..	31,932	32,622	33,312	34,002	34,692	35,382	36,072	36,762	37,452	38,142
	1st five years. Rs. 1,66,560.									
	Second five years. Rs. 1,73,460.									
	1st ten years. Rs. 3,40,020.									

RECURRING

Provincial Venereal Diseases Organisation and its expenditure.

1st. five years.

Ten years.

DETAILS OF EXPENDITURE.

1. *Provincial organisation.*—

	Rs.	Rs.	Rs.
1st year ..	1,80,696		
2nd year ..	1,83,898		
3rd year ..	1,87,081		
4th year ..	1,90,273		
5th year ..	1,93,446	$9,35,394 \times 11 = 1,02,89,334$	..
6th year ..	1,97,108		
7th year ..	2,00,317		
8th year ..	2,03,948		
9th year ..	2,06,738		
10th year ..	2,08,949	$19,53,454 \times 11 =$	2,14,87,994

2. *District organisation.*—

1st year ..	13,497		
2nd year ..	14,039		
3rd year ..	14,582		
4th year ..	15,125		
5th year ..	15,668	$72,911 \times 216 = 1,57,48,776.$	..
6th year ..	16,382		
7th year ..	16,934		
8th year ..	17,485		
9th year ..	18,037		
10th year ..	18,589	$1,60,338 \times 216 =$	3,46,33,008

3. *Purchase of Drugs.*—

1st year ..	4,000		
2nd year ..	4,000		
3rd year ..	4,000		
4th year ..	6,000		
5th year ..	8,000	$26,000 \times 216 = 56,16,000.$	..
6th year ..	10,400		
7th year ..	12,800		
8th year ..	15,200		
9th year ..	18,400		
10th year ..	21,600	$1,04,400 \times 216 =$	2,25,50,400

Total	3,16,54,110	7,86,71,402
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Provincial Venereal diseases organisation and its expenditure.

STAFF :—

Name.	No.	Scale of pay.
Provincial Organisation.—		
Officer in charge	1	Rs. 600—40—1,000.
Assistant Officer in charge	2	Rs. 500—30—800.
Propaganda officer	1	Rs. 350—25—500.
Social workers supervisor.	1	Rs. 250—25—500.
Propaganda workers	8	Rs. 100—5—150.
Clerks	3	Rs. 100—5—200.
Accountant	1	Rs. 150—5—250.
Stenographers	2	Rs. 100—5—200.
Inferior servants	2	Rs. 25—2—55.
2. District clinic organisation.—		
Medical officer	1	Rs. 250—25—500.
Social worker	1	Rs. 125—5—150.
Clerk	1	Rs. 100—5—200.
Inferior servant	1	Rs. 25—2—55.
Sweeper	1	Rs. 25—1—35.
3. Provision for purchase of drugs.—		

VENEREAL DISEASES—contd.

Provincial Organisation (further details),

Number.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Officer In-charge @ Rs. 600—40—1,000.	1	7,200	7,680	8,160	8,640	9,120	9,600	10,080	10,560	11,040
Assistant Officer in-charge @ Rs. 500—30—800.	2	12,000	12,720	13,440	14,160	14,880	15,600	16,320	17,040	17,760
Propaganda Officer @ Rs. 350—25—500.	1	4,200	4,500	4,800	5,100	5,400	5,700	6,000	6,300	6,600
Social Worker Supervisor @ Rs. 250—25—500.	1	3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,100	5,400
Propaganda Workers @ Rs. 100—5—150.	8	9,600	10,080	10,560	11,040	11,520	12,000	12,480	12,960	13,440
Clerks @ Rs. 100—5—200.	3	3,600	3,780	3,960	4,140	4,320	4,500	4,680	4,860	5,040
Accountant @ Rs. 150—5—250.	1	1,800	1,860	1,920	1,980	2,040	2,100	2,160	2,220	2,280
Stenographers @ Rs. 100—5—200.	2	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360
Inferior servants @ Rs. 25—2—55.	2	600	648	696	744	792	840	888	936	984
Propaganda and publicity Rs. 10,000 p.m.		1,20,000	1,20,000	1,20,000	1,20,000	1,20,000	1,20,000	1,20,000	1,20,000	1,20,000
Travelling allowance		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Contingencies		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Pension & leave charges		10,296	10,816	11,336	11,856	12,376	12,896	13,416	13,936	14,456
Total Rs.	..	1,80,696	1,83,898	1,87,081	1,90,273	1,93,466	1,97,108	2,00,317	2,03,948	2,08,738

VENEREAL DISEASES—*contd.*

District Clinic (further details).

	Number.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Medical Officer ..	1	3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,100	5,400	5,700
@ Rs. 250—25—500.											
Social Worker ..	1	1,500	1,560	1,620	1,680	1,740	1,800	1,860	1,920	1,980	2,140
@ Rs. 125—5—150.											
Clerk ..	1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740
@ Rs. 100—5—200.											
Inferior servant ..	1	300	324	348	372	396	420	444	468	492	516
@ Rs. 25—2—55.											
Sweeper ..	1	300	312	324	336	348	360	372	384	396	408
@ Rs. 25—1—35.											
Contingencies ..		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
@ Rs. 6,000 a year.											
Pension & leave salary charges ..		1,197	1,283	1,370	1,457	1,544	1,802	1,898	1,993	2,089	2,185
Total Rs. ..		13,497	14,039	14,582	15,125	15,668	16,382	16,934	17,485	18,037	18,589

Estimate of expenditure on Leprosy organisations.

LEPROSY (CENTRE).

Central Leprosy Institute.

1st five years. 1st ten years.

			Rs.	Rs.
Non-recurring expenditure	..	..	5,00,000	5,00,000

Recurring :

Maintenance @ 3 p.c. per year on the above non-recurring cost

*Annual recurring cost including salaries of

staff, etc.

Total (Recurring)

*Annual recurring cost from year to year :

			Rs.	1st 5 years. Rs.	1st ten years. Rs.
1st year	..	..	79,782		
2nd year	..	..	82,930		
3rd year	..	..	86,077		
4th year	..	..	89,223		
5th year	..	..	92,372	4,30,386	
6th year	..	..	95,520		
7th year	..	..	98,663		
8th year	..	..	1,01,815		
9th year	..	..	1,04,963	..	
10th year	..	..	1,08,110		9,39,462

Salaries of Staff of the Central Leprosy Institute (further details).

	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Chief .. 1	15,000	15,600	16,200	16,800	17,400	18,000	18,600	19,200	19,800	20,400
@ 1,250—50—1,750.										
Senior Assistants -2 ..	19,200	20,160	21,120	22,080	23,040	24,000	24,960	25,920	26,880	27,840
@ Rs. 800—40—1,200										
Junior Assistants 2 ..	14,400	15,120	15,840	16,560	17,280	18,000	18,720	19,440	20,160	20,880
@ Rs. 600—30—900										
Social worker .. 1 ..	4,500	4,800	5,100	5,400	5,700	6,000	6,300	6,600	6,900	7,200
@ Rs. 375—25—750.										
Other staff including ministerial staff and including contingencies @ Rs.15,000 per year. ..	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Pension & leave salary charges	11,682	12,250	12,817	13,385	13,952	14,520	15,088	15,655	16,223	16,790
Total Rs. ..	79,782	82,930	86,077	89,225	92,372	95,520	98,668	1,01,815	1,04,963	1,08,110

Non-recurring.

(N.B.—Working details are given below, item by item.)

Maintenance @ 3 p.c. per year on the above non-recurring expenditure, assuming the same annual increase in the number of beds

(a) It is assumed that the increase of 14,000 beds is affected evenly over the first five years, or 2,800 beds are added every year. A similar annual provision will be added during the second five-year period also.

1st five years. 1st ten years.

		1st five years.	1st ten years.
1st year's capital expenditure	Rs. 28,00,000	..	7,56,000
2nd year's capital expenditure	Rs. 28,00,000	..	6,72,000
3rd year's capital expenditure	Rs. 28,00,000	..	5,88,000
4th year's capital expenditure	Rs. 28,00,000	..	5,04,000
5th year's capital expenditure	Rs. 28,00,000	..	4,20,000
6th year's capital expenditure	Rs. 28,00,000	8,40,000	..
7th year's capital expenditure	Rs. 28,00,000	..	3,36,000
8th year's capital expenditure	Rs. 28,00,000	..	2,52,000
9th year's capital expenditure	Rs. 28,00,000	..	1,68,000
10th year's capital expenditure	Rs. 28,00,000	..	84,000
	
			37,80,000

Leprosy (contd.).

(b)				New beds.	Total beds.	Total maintenance.
						Rs.
1st year	2,800	..	..	..	2,800	11,20,000
2nd year	2,800	..	..	..	5,600	22,40,000
3rd year	2,800	..	..	..	8,400	33,60,000
4th year	2,800	..	..	..	11,200	44,80,000
5th year	2,800	..	..	..	14,000	56,00,000
						Rs. 1,68,00,000
6th year	2,800	..	..	..	16,800	67,20,000
7th year	2,800	..	..	..	19,600	78,40,000
8th year	2,800	..	..	..	22,400	89,60,000
9th year	2,800	..	..	..	25,200	1,00,80,000
10th year	2,800	..	..	..	28,000	1,12,00,000
						Rs. 6,16,00,000

(c) Details of annual expenditure on Provincial Leprosy Organisations.

(Please see next page also).

				Rs.		
1st year	..	..	..	62,333		
2nd year	..	..	..	65,553		
3rd year	..	..	..	67,554		
4th year	..	..	..	70,764		
5th year	..	..	..	73,975	$\frac{3,40,179 \times 11 \times 2}{3}$	= 24,94,640
6th year	..	..	..	77,644		
7th year	..	..	..	80,871		
8th year	..	..	..	84,320		
9th year	..	..	..	87,328		
10th year	..	..	..	90,557	$\frac{7,60,899 \times 11 \times 2}{3}$	= 55,79,920
(d) $5,000 \times 11 \times 5 = 2,75,000$ 1st five years.				3		
1st ten years $2,75,000 + 2,75,000 =$						5,50,000
(e) 1st five years $= 10,000 \times 125 \times 5 = 62,50,000$						
2nd five years $= 20,000 \times 125 \times 5 = 1,25,00,000$						
Total ten years .. $1,25,00,000 + 62,50,000 =$						1,87,50,000
(f) 1st five years .. $3,00,000 \times 5 = 15,00,000$						
Ten years .. $15,00,000 + 15,00,000 =$						30,00,000

Leprosy (cont.) (Further details.)
(Provincial Organisation).

[illegible]

SCHOOL HEALTH.

*1st five years.**Non-recurring :*

For one province	Rs. 12,000
For eleven provinces	$12,000 \times 11 = 1,32,000$

Recurring :

Maintenance at 3 p.c. per year on the non-recurring expenditure	7,920	Rs.
*Salaries of staff for one province for five years	1,71,610	
„ for eleven provinces .. .. .	..	.. 18,87,710
		7,920
		<u>18,95,630</u>

*Salaries of staff.

	<u>1st five years</u>	<u>1st ten years.</u>
	Rs.	Rs.
1st year	31,324	
2nd „	32,823	
3rd „	34,322	
4th „	35,821	
5th „	37,320	
6th „	38,888	
7th „	40,390	
8th „	41,891	
9th „	43,393	
10th „	44,895	
	$1,71,610 \times 11 = 18,87,710$	$3,81,067 \times 11 =$

Total recurring—ten years	41,91,737
	27,720
	<u>42,19,457</u>

Ten years,

No additional capital expenditure.

	Rs.
Non-recurring	1,32,000
Recurring	81,43,993
Maintenance	27,720

SCHOOL MEDICAL SERVICE.

Rs. (Further details).

Number.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	8th year.	9th year.	10th year.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Officer in Charge @ Rs. 600—40—1,000	7,200	7,680	8,160	8,640	9,120	9,600	10,080	10,560	11,040	11,520
Assistant officer in Charge @ Rs. 500—30—900	6,000	6,360	6,720	7,080	7,440	7,800	8,160	8,520	8,880	9,240
Nurse Supervisor @ Rs. 250—25—500	3,000	3,300	3,600	3,900	4,200	4,500	4,800	5,100	5,400	5,700
Clerk @ Rs. 100—5—200	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740
Stenographer @ Rs. 100—5—200	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740
Inferior servant Rs. 25—2—55	300	324	348	372	396	420	444	468	492	516
Travelling allowance	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500
Contingencies	5,424	5,639	5,854	6,069	6,284	6,508	6,786	7,003	7,221	7,439
Pension & Leave charges										
Total Rs.	31,324	32,823	34,322	35,821	37,320	38,888	40,390	41,891	43,393	44,895

NURTION.

*1st five years.**Non-recurring :*

Rs. 55,000 for one Province				Rs.
For the eleven Provinces	55,000	$\times 11 =$	6,05,000	
Maintenance at 3 p.c. per year			36,300	

Recurring :

*Salaries of staff				
For one province for five years	3,09,166	..	..	..
For eleven provinces .. ..		..	..	34,00,826
				36,300
				<hr/>
				34,37,126
				<hr/>

Salaries of staff1st five years.**1st ten years.*

	Rs.		Rs.
1st year	$39,028 + 10,440 + 6,890 = 56,358$		
2nd ..	$40,499 + 11,233 + 7,364 = 59,096$		
3rd ..	$41,969 + 12,027 + 7,837 = 61,833$		
4th ..	$43,440 + 12,820 + 8,310 = 64,570$		
5th ..	$44,911 + 13,614 + 8,784 = 67,309$	$3,09,166 \times 11$	
		$= 34,00,826$	
6th ..	$46,695 + 14,656 + 9,416 = 70,767$		
7th ..	$48,181 + 15,463 + 9,898 = 73,542$		
8th ..	$49,668 + 16,270 + 10,379 = 76,317$		
9th ..	$51,154 + 17,077 + 10,861 = 79,092$	$6,90,751 \times 11$	
10th ..	$52,641 + 17,884 + 11,341 = 81,866$		75,98,261

Second five years.

Non-Recurring—Nothing additional:

Total for ten years—				
Non-recurring	..	..	6,05,000	
Recurring ..	..	..	75,98,261	} 77,25,311
Maintenance	..	..	1,27,050	

SHORT-TERM PROVINCIAL NUTRITION STAFF.

Further details.

Name.				No.	Scale of pay.
<i>Staff :—</i>					
Chief Nutrition Officer	..	..	..	1	Rs. 600—40—1,000
<i>Field :—</i>					
Field workers	..	..	..	3	Rs. 300—20—500
Inferior servants	..	..	..	3	Rs. 25—2—55
<i>Laboratory :—</i>					
Chief Assistant (Chemistry & Biochemistry)	..	..	..	1	Rs. 300—20—500
Chemist	..	..	..	1	Rs. 150—10—250
Laboratory Assistants	..	..	..	3	Rs. 50—5—100
Animal Attendants	..	..	..	8	Rs. 25—2—55
Inferior servants	..	..	..	2	Rs. 25—2—55
<i>Office :—</i>					
Stenographer	..	..	..	1	Rs. 75—5—150
Typist clerks	..	..	..	2	Rs. 60—5—100
Statistician	..	..	..	1	Rs. 150—10—250
Artist	..	..	..	1	Rs. 100—5—150
Inferior servant	..	..	..	2	Rs. 25—2—55

Short-term Provincial Nutrition Staff.
Further details.

	Number.	1st year.		2nd year.		3rd year.		4th year.		5th year.		6th year.		7th year.		8th year.		9th year.		10th year.	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Staff																					
Chief Nutrition Officer @ Rs. 600—40—1,000	1	7,200	7,680	8,160	8,640	9,120	9,600	10,080	10,560	11,040	11,520										
Field.																					
Field workers @ Rs. 300—20—500	..	10,800	11,520	12,240	12,960	13,680	14,400	15,120	15,840	16,560	17,280										
Inferior servants @ Rs. 25—2—55	3	900	972	1,044	1,116	1,188	1,260	1,332	1,404	1,476	1,548										
Recurring expenditure on chemicals, travelling and miscellaneous	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pension & Leave salary	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Rs.	..	39,028	40,489	41,969	43,440	44,911	46,385	47,859	49,333	50,807	52,281										
Laboratory.																					
Chief Assistant @ Rs. 300—20—500	..	3,600	3,840	4,080	4,320	4,560	4,800	5,040	5,280	5,520	5,760										
Chemist @ Rs. 150—10—250	..	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880										
Laboratory Assistants @ Rs. 50—5—100	..	1,800	1,980	2,160	2,340	2,520	2,700	2,880	3,060	3,240	3,420										
Animal attendants @ Rs. 25—2—55	..	900	972	1,044	1,116	1,188	1,260	1,332	1,404	1,476	1,548										
Inferior Servants @ Rs. 25—2—55	..	900	972	1,044	1,116	1,188	1,260	1,332	1,404	1,476	1,548										
Pension & leave salary	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Rs.	..	10,440	11,233	12,027	12,820	13,614	14,408	15,202	16,000	16,794	17,588										

NUTRITION.

(Further details—contd.)

	Number.	1st year.		2nd year.		3rd year.		4th year.		5th year.		6th year.		7th year.		8th year.		9th year.		10th year.	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Office.																					
Stenographer @ Rs. 75—5—150 ..	1	900	960	1,020	1,080	1,140	1,200	1,260	1,320	1,380	1,440										
Typist clerks @ Rs. 60—5—100 ..	2	1,440	1,560	1,680	1,800	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360	3,480	3,600	3,720
Statistician @ Rs. 150—10—250 ..	1	18,00	1,920	2,040	2,160	2,280	2,400	2,520	2,640	2,760	2,880	3,000	3,120	3,240	3,360	3,480	3,600	3,720	3,840	3,960	4,080
Artist @ Rs. 100—5—150 ..	1	1,200	1,260	1,320	1,380	1,440	1,500	1,560	1,620	1,680	1,740	1,800	1,860	1,920	1,980	2,040	2,100	2,160	2,220	2,280	2,340
Inferior Servants @Rs. 25—2—55 ..	2	600	648	696	744	792	840	888	936	984	1,032	1,080	1,128	1,176	1,224	1,272	1,320	1,368	1,416	1,464	1,512
Pension and Leave salary ..	..	950	1,016	1,081	1,146	1,212	1,277	1,343	1,408	1,473	1,538	1,603	1,668	1,733	1,798	1,863	1,928	1,993	2,058	2,123	2,188
Total Rs.	..	6,890	7,364	7,837	8,310	8,784	9,257	9,730	10,203	10,676	11,149	11,622	12,095	12,568	13,041	13,514	13,987	14,460	14,933	15,406	15,879

PROFESSIONAL EDUCATION.

Estimates of non-recurring expenditure during the first five years.

	Rs.	Rs.
Professional Education—		
(a) (i) Upgrading (9) at Rs. 27.0 lakhs per college	2,48,00,000	
Conversion (8) at Rs. 77.0 lakhs per college	6,16,00,000	
Creation (7) at Rs. 102.0 lakhs per college	7,14,00,000	15,73,00,000
(ii) Accommodation for personnel under training ; 24 to each of the 15 primary units attached to a medical college for 24 colleges		1,08,00,000
(b) Dental Education—		
(i) 2 new colleges at Rs. 25 lakhs per college	50,00,000	
(ii) Improving the Lahore College	10,00,000	60,00,000
(c) Pharmaceutical Education—		
(i) 50 teaching centres for Licentiate course at Rs. 10,000 per centre	5,00,000	
(ii) 5 colleges for graduate course at Rs. 25,000 per college	1,25,000	6,25,000
(d) Public Health Engineering at Rs. 2 lakhs per centre		6,00,000
(e) Nursing—		
(i) 16 Preliminary centres at Rs. 1.25 lakhs per centre	20,00,000	
(ii) 100 Centres for training of Nurse pupils	3,00,00,000	
(iii) For training 4,000 midwives each year	1,00,00,000	4,20,00,000
(f) Improvement to 48 associated hospitals attached to 24 colleges at Rs. 1 lakh per college		48,00,000
(g) Medical Research in Colleges at Rs. 1 lakh per college for 24 colleges		24,00,000
(h) Hospital Social Workers		
Total		<u>22,45,25,000</u>

PROFESSIONAL EDUCATION.

Estimates of non-recurring expenditure during second five years and during the first ten years.

	Second five years. Rs.	Total ten years. Rs.
Professional Education—		
(a) (i) Upgrading (7) at Rs. 27.0 lakhs per college	1,89,00,000	
Conversion (3) at Rs. 77.0 lakhs per college	2,31,00,000	
Creation (9) at Rs. 102.0 lakhs per college	9,18,00,000	
	<u>13,38,00,000</u>	<u>29,11,00,000</u>
(ii) Accommodation for personnel under training 24 to each of the 15 primary units attached to a medical college for 19 colleges	85,50,000	1,93,50,000
(b) Dental Education— Three new colleges at Rs. 25 lakhs per college	75,00,000	1,35,00,000
(c) Pharmaceutical Education—		
(i) 50 teaching centres for Licentiates course at Rs. 10,000 per centre	5,00,000	
(ii) 5 colleges for graduates course at Rs. 25,000 per college	1,25,000	6,25,000
		<u>12,50,000</u>
(d) Public Health Engineering— Two new centres at Rs. 2 lakhs each ..	4,00,000	10,00,000
(e) Nursing—		
(i) 16 preliminary centres at Rs. 1.25 lakhs per centre	20,00,000	
(ii) 100 Centres for pupil nurses	2,00,00,000	
(iii) For training 4,000 midwives at Rs. 25,000 for each	1,00,00,000	
	4,20,00,000	8,40,00,000
(f) 38 Associated hospitals to 19 colleges at one lakh per hospital	38,00,000	86,00,000
(g) Medical Research in 19 colleges at Rs. one lakh per college	19,00,000	43,00,000
(h) Hospital Social Workers .. ..	..	..
Total ..	<u>19,85,75,000</u>	<u>42,31,00,000</u>

Cost of accommodation for personnel under training in primary units attached to Medical Colleges.

Floor space area.		Cost per sq. ft.	Total cost.
For one	For 24		
250 sq. ft.	6,000 sq. ft.	Rs. 5	Rs. 30,000
One college	= Rs. 30,000 × 15 =	4,50,000
1st five years for 24 colleges	= Rs. 24 × 4,50,000 =	1,08,00,000
2nd five years for 19 colleges	= Rs. 19 × 4,50,000 =	85,50,000

PROFESSIONAL EDUCATION.

Estimates of recurring expenditure for the first five years.

	Rs.	Rs.
(1) Professional Education—		
(a) Upgrading (9 colleges) at Rs. 8·25 lakhs per year per college ..	3,71,25,000	
Conversion (8 colleges) at Rs. 17·25 lakhs per year per college ..	6,90,00,000	
Creation (7 colleges) at Rs. 17·25 lakhs per year per college ..	6,03,75,000	
		16,65,00,000
(b) Dental Education—		
(i) Two new colleges at Rs. 5 lakhs per college per year ..	50,00,000	
(ii) Improving the Lahore College at Rs. 5 lakhs per year] ..	25,00,000	
		75,00,000
(c) Pharmaceutical Education—		
(i) 50 teaching centres for Licentiate course at Rs. 6,000 per centre per year ..	15,00,000	
(ii) 5 colleges for graduate course at Rs. 10,000 per college per year ..	2,50,000	
(iii) Provincial Pharmaceutical Council at Rs. 10,000 per province per year ..	5,50,000	
		23,00,000
(d) Public Health Engineering. 3 training centres at Rs. 50,000 per year per centre		7,50,000
(e) Provincial Sanitary Boards at Rs. 5,000 per year per board (one board for each province)		2,75,000
(f) Nursing—		
(i) 16 preliminary training centres at Rs. 50,000 per centre per year ..	40,00,000	
(ii) 100 centres for training of pupil nurses at Rs. 1·5 crores per year ..	7,50,00,000	
(iii) Training of 4,000 midwives each year at Rs. 49 lakhs per year ..	2,45,00,000	
(iv) Refresher courses at Rs. 0·45 lakhs per year ..	2,25,000	
(v) Text books at Rs. 0·25 lakh per year	1,25,000	
		10,38,50,000
(g) Health Assistants		31,68,000
(h) Hospital Social Workers		5,78,420
(i) Foreign scholarships at Rs. 3 lakh per year		15,00,000
(j) Improvements to 48 associated hospitals for the training of interneers (24 colleges) at Rs. 10,000 per hospital per year ..		24,00,000
(k) Five institutions for postgraduate medical education at Rs. 50,000 per centre per year ..		12,50,000
(l) Medical research in colleges (24 colleges) at Rs. 0·25 lakh per year per college ..		30,00,000
(m) Scholarships at Rs. 1,000 per year per student for 50 p.c. of the total number of admissions during the first five years ..		1,34,40,000

PROFESSIONAL EDUCATION.

Estimates of recurring expenditure for the second five years and first ten years.

	Second five years. Rs.	First ten years. Rs.
(a) (i) Upgrading (7 colleges) at Rs. 8.25 lakhs per college per year	2,88,75,000	
(ii) Conversion (3 colleges) at Rs. 17.25 lakhs per college per year	2,58,75,000	
(iii) Creation (9 colleges) at Rs. 17.25 lakhs per college per year	7,76,25,000	
	<hr/>	29,88,75,000
	12,22,75,000	
(b) Dental Education— Three new colleges at Rs. 5 lakhs per college per year	75,00,000	1,50,00,000
(c) Pharmaceutical Education— (i) 50 teaching centres for Licentiates course at Rs. 6,000 per centre per year ..	15,00,000	
(ii) Five colleges for graduate course at Rs. 10,000 per college per year	2,50,000	
(iii) Provincial Pharmaceutical Council at Rs. 10,000 per province per year	5,50,000	
	<hr/>	46,00,000
	23,00,000	
(d) Public Health Engineering— Two training centres at Rs. 50,000 per centre per year	5,00,000	12,50,000]
(e) Provincial Sanitary Boards at Rs. 5,000 per board per year	2,75,000	5,50,000
(f) Nursing— (i) The remaining 16 preliminary training centres at Rs. 50,000 per centre per year	40,00,000	
(ii) 100 centres for training pupil nurses at Rs. 1.5 crores per year for all of them ..	7,50,00,000	
(iii) Training of 4,000 midwives at Rs. 49 lakhs per year	2,45,00,000	
(iv) Refresher courses at Rs. 0.45 lakh per year	2,25,000	
(v) Text books at Rs. 0.25 lakh per year ..	1,25,000	
	<hr/>	20,77,00,000
	10,38,50,000	
(g) Health Assistants	31,68,000	63,36,000
(h) Hospital social workers .. .. .	..	..
(i) Foreign scholarships at Rs. 3 lakhs per year ..	15,00,000	30,00,000
(j) 38 Associated hospitals for the training of internees at Rs. 10,000 per year, per hospital ..	19,00,000	43,00,000
(k) Remaining five institutions for post-graduate medical education at Rs. 50,000 per centre per year	12,50,000	25,00,000
(l) Medical research in 19 colleges at Rs. 0.25 lakh per college per year	23,75,000	53,75,000
(m) Scholarships at Rs. 1,000 per year per student for 50 p.c. of the total number of admissions ..	4,98,00,000	6,32,40,000

Maintenance
at 3 p. c. per year.

(1) *Professional Education :—*

Rs.

1st five years.—

Total capital expenditure during the first five years is ..	22,45,25,000
We assume that one fifth of this amount will be spent each year	
$22,45,25,000 \times 3 \times 1 \times 10$..	
Maintenance at 3% per year will be $\frac{5 \times 5 \times 100 \times 1}{1}$ =	1,34,71,500

2nd five years—

New capital expenditure on all the schemes connected with Professional Education is	19,85,75,000
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Maintenance on this amount will be calculated on the same basis as on the capital expenditure during the first five years—	
$10 \times 19,85,75,000 \times 3$	
$1 \times 5 \times 100$	= 1,19,14,500

Calculation of maintenance on those organisations which had come into being during the first five years will, however, be calculated for all the five years at 3 per cent. per annum in the second five year period—	
$22,45,25,000 \times 3 \times 5$	
100×5	= 3,36,78,750

Total maintenance charges for the second five years	3,36,78,750
	1,19,14,500
	<u>4,55,93,250</u>

Maintenance charges for the first ten years	4,55,93,250
	1,34,71,500
	<u>5,90,64,750</u>

First five years' Expansion of Medical Colleges.

	Improvement.		Conversions.		New Colleges.	
	Recurring. (Rs. in lakhs)	Non-recurring. (Rs. in lakhs)	Recurring. (Rs. in lakhs)	Non-recurring. (Rs. in lakhs)	Recurring. (Rs. in lakhs)	Non-recurring. (Rs. in lakhs)
Madras ..	(2) 12+4.5*	50+4.0*	(1) 15+2.25*	75+2.0*	(2) 30+4.50*	200+4.0*
Bombay ..	(1) 6+2.25*	25+2.0*	(1) 16+2.25*	75+2.0*	(1) 15+2.25*	100+2.0*
Central Provinces ..	..	..	(1) 15+2.25*	75+2.0*	..	..
Orissa ..	..	..	(1) 15+2.25*	75+2.0*	..	..
Bengal ..	(1) 6+2.25*	25+2.0*	(2) 30+4.50*	150+4.0*	(1) 15+2.25*	100+2.0*
Bihar ..	(1) 6+2.25*	25+2.0*	(1) 15+2.25*	75+2.0*	..	..
United Provinces ..	(1) 6+2.25*	25+2.0*	(1) 15+2.25*	75+2.0*	(2) 30+4.50*	200+4.0*
Punjab ..	(2) 12+4.50*	50+4.0*	(1) 15+2.25*	75+2.0*	(1) 15+2.25*	100+2.0*
Sind ..	..	..	(1) 15+2.25*	75+2.0*	..	..
Delhi ..	(1) 6+2.25*	25+2.0*	..	..	(1) 15+2.25*	100+2.0*
Totals—	54+20.25	225+18.0	(8) 120+18.00	600+16.0	(7) 105+15.75	700+14.0

Expenditure.

	Recurring. (Rs. in lakhs)	Non-recurring. (Rs. in lakhs)
Improvement ..	(9) 54+20.25	225+18.0
Conversion ..	(8) 120+18.00	600+16.0
Creation ..	(7) 105+15.75	700+14.0
Totals—	279+54 333	1525+48.0 1673

*Recurring and Non-recurring expenditure in connection with a Department of Preventive & Social Medicine.

It has been assumed that the improvement of colleges, so as to admit 120 students each year, will be completed during the first year as well as the conversion of schools into colleges and that the newly created colleges will begin to function from the third year.

Second five years — Expansion of Medical Colleges.

	Improvement.			Conversion.			New Colleges.		
	Recurring.		Non-recurring. Rs. (in lakhs)	Recurring.		Non-recurring. Rs. (in lakhs)	Recurring.		Non-recurring. Rs. (in lakhs)
	Rs.	(in lakhs)		Rs.	(in lakhs)		Rs.	(in lakhs)	
Madras	12+4.50*	..	..	..	..	..	..
Bombay	6+2.25*	..	..	..	..	..	..
Central Provinces
Orissa
Bengal	6+2.25*	..	..	..	..	..	..
Bihar	6+2.25*	..	..	..	..	..	..
United Provinces
Punjab	6+2.25*
Sind
Delhi
	(7)	42+15.75*	175+14.0*	(3)	45+6.75*	225+6.0*	(9)	135+20.25*	900+18.0*

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	Expenditure.	
	Recurring. (Rs. in lakhs)	Non-recurring. (Rs. in lakhs)
Totals—		
Improvement ..	42+15.75	175+14.0
Conversion ..	45+6.75	225+6.0
Creation ..	135+20.25	900+18.0
Total (in lakhs)	222+42.75 264.75	1300+38.00 1338.00

*Recurring and non-recurring expenditure in connection with a Department of Preventive & Social Medicine.

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See footnote on page 330

PERSONAL EDUCATION.

*Health Assistants.**1st five years.—*

Stipend at the rate of Rs. 20 per month per student for 60 students (2 classes in a year)—	Rs.		Rs.
$6 \times 60 \times 20$	=	7,200	
For two courses ..	=	14,400	
Miscellaneous expenses in connection with the field training including travelling expenses Rs. 1,000 per month	=	12,000	
Total	=	26,400	
For 24 centres $24 \times 26,400$	=	6,36,600	
For five years $5 \times 6,36,600$	.. ..		= <u>31,68,000</u>

2nd five years—

31,68,000 1st five years.
 31,68,000 2nd five years.

63,36,000 Total ten years.

HOSPITAL SOCIAL WORKERS.

*1st five years.—**Recurring :*

(1) Three trained workers from abroad, one for each centre, will mean
 Rs. $3 \times 52,100 =$ Rs. 1,56,300

(2) Associated staff—

Basing on the figure in respect of 300 beds (in Peiping).

One year = Rs. 37,020 for one year.

For three years, we need only double this amount which will be
 Rs. 74,040.

Three centres $3 \times 74,040 =$ Rs. 2,22,120

(3) Expenditure on the training of students abroad = Rs. 5,00,000

TOTAL = Rs. 5,78,420

MEDICAL RESEARCH.

(Provinces).

Non-recurring Expenditure—

	Rs.
1st five years	20,00,000
2nd five years	20,00,000
1st ten years	40,00,000
Maintenance charges at 3 p. c. per year on the above expenditure—	
1st five years $\frac{10 \times [20,00,000] \times 3}{5 \times 100}$	= 1,20,000
2nd five years $\frac{20,00,000 \times 3 \times 5}{100} + \frac{20,00,000 \times 3 \times 10}{5 \times 100}$	= 3,00,000 + 1,20,000
	= 4,20,000
1st ten years	4,20,000 + 1,20,000 = 5,40,000

RECURRING EXPENDITURE ON MEDICAL RESEARCH.

(General Provision).

1st five years at Rs. 10 lakhs per year	= 50,00,000
2nd five years	= 50,00,000
1st ten years	= 1,00,00,000

Health education at Rs. 3 lakhs per year—

Five years	Rs. 15 lakhs.
Ten years	Rs. 30 lakhs.

Special provision for industrial health services—

Five years	Rs. 75 lakhs.
Ten years	Rs. 175 lakhs.

Maintenance charges on capital works in connection with certain services at 3 p. c. per annum.

	1st five years. Rs.	1st ten years. Rs.
3 million unit	7,03,64,070	23,62,74,43 2
Malaria	8,808	38,028
	46,200	2,21,100
School health	7,920	27,720
Tuberculosis	14,54,100	63,75,450
Mental diseases	10,02,000	38,37,000
Leprosy	30,000	1,05,000
	8,40,000	37,80,000
Nutrition	36,300	1,27,050
Total	7, 37,89,398	25,07,85,780

APPENDIX 56.

Press Communiqué, dated the 18th October 1943, announcing the appointment of the Health Survey and Development Committee.

In connection with post-war reconstruction plans the Government of India have appointed a committee, to be known as the Health Survey and Development Committee, to make a broad survey of the present position in regard to health conditions and health organisation in British India and to make recommendations for future development.

A drive to improve health conditions must necessarily be in the forefront of any programme directed towards improving the standard of living in the post-war period. If dissipation of financial resources and administrative effort is to be avoided, plans for the improvement of health organisation must be based on a comprehensive review of the health problem as a whole which will take account of, and place in their proper perspective, all the various factors affecting the health of the community with which health administration is concerned. The Government of India believe that a broad survey of the whole health field by a central committee will be of considerable assistance to Governments in preparing their post-war programmes and that the time has come when, in spite of the difficulties arising from war conditions, such a review must be undertaken.

The Committee appointed includes persons with practical experience of preventive public health work, medical relief, medical and public health education, industrial health conditions and other aspects of the health problem. The Committee will have power to appoint sub-committees to make preliminary inquiries into particular aspects of the problem. The procedure of the Committee will necessarily have to be adapted to war conditions and it will not be possible for the Committee as a whole to make tours of inquiry but it will be open to the Committee to have local inquiries made by small groups or sub-committees when such inquiries are essential for the adequate discharge of their task.

The composition of the Committee will be as follows :—

Chairman—Sir Joseph Bhore, K. C. S. I., K. C. I. E., C. B. E.

Members—

1. Rai Bahadur Dr. A. C. Banerjee, C. I. E., M.B. B.S. (All.), D.P.H. Director of Public Health, U.P.
2. K. B. Dr. Abdul Hamid Butt, M.B.B.S. (Ph.) D.P.H. (London), D.T.M. & H. (Eng.), Director of Public Health, Punjab.
3. Dr. R. B. Chandrachud, M.B.B.S., F.R.C.S., Chief Medical Officer, Baroda State.
4. Lt.-Col. E. Cotter, C.I.E., M.B., Ch. B., D.P.H., I.M.S., Public Health Commissioner with the Government of India.
5. Dr. D. J. R. Dadabhoy, M.D., M.R.C.P. (Lond.), ex-President of the All-India Association of Medical Women, Bombay.
6. Dr. J. B. Grant, B.A., M.D., M.P.H., International Health Division of the Rockefeller Foundation, Director, All-India Institute of Hygiene and Public Health, Calcutta.

7. Dr. Mohammad Abdul Hameed, M. D., M.R.C.P., Member of the Medical Council of India, Professor of Pathology, Lucknow University.
 8. Col. J. B. Hance, C.I.E., O.B.E., M.D., B. Ch. (Cam.), M.R.C.S., F.R.C.S.(Edin.), Director General, India Medical Service.
 9. Sir Henry Holland, C.I.E., M.B., Ch. B., F.R.C.S. (E.), C.M.S. Hospital, Quetta.
 10. Sir Frederick James, O.B.E., M.L.A., Member, Central Advisory Board of Health.
 11. N. M. Joshi, Esq., M.L.A.
 12. Dr. H. M. Lazarus, F.R.C.S. (Edin.), C.M.O., Women's Medical Service.
 13. Pandit L. K. Maitra, M.L.A., Member, Central Advisory Board of Health.
 14. Diwan Bahadur Dr. A. Lakshmanaswami Mudaliar, B.A., M.D. F.C.O.G., Vice-Chancellor, University of Madras, Member of the Medical Council of India.
 15. Dr. U. B. Narayanrao, L.C.P.S. (Bomb.), Medical Practitioner, Bombay, President, All-India Medical Licentiate Association.
 16. Dr. Vishwa Nath, M.A., M.D., D.P.H., D.T.M. & H., F.R.C.P., Member of the Medical Council of India, Medical Practitioner, Lahore.
 17. Maj.-Gen. W. C. Paton, M.C., M.A., M.B., Ch. B. (Edin.), F.R.C.S. (Edin.), Surgeon General, Bengal.
 18. B. Shiva Rao, Esq.
 19. Dr. B. C. Roy, M.R.C.P., F.R.C.S., President of the Medical Council of India.
 20. The Hon'ble Pandit P.N. Saprú, Member, Council of State, Member, Central Advisory Board of Health.
 21. Lt.-Col. B. Z. Shah, M.R.C.S., L.R.C.P., I.M.S. (Retd.), Superintendent, Mental Hospital, Poona, formerly Director of Medical Services, Sind.
 22. Mrs. Shuffi Tyabji, J.P., K.I.H., Bombay.
 23. Dr. Hemandas R. Wadhvani, M. B. B.S. K.I.H., J.P., Minister, Sind.
- Secretary*—Rao Bahadur Dr. K.C.K.E. Raja, L.M. & S. (Mad.), L.R.C.P. & S., L.R.F.P.S. (Edin. and Glas.), D.P.H., (Camb.), and D.T.M. & H. (Camb.).

APPENDIX 56.

Composition of Advisory Committees of the Health Survey and Development Committee.

(1) INDUSTRIAL HEALTH ADVISORY COMMITTEE.

The Hon'ble Mr. P. N. Saprú. (*Chairman*).

Mr. N. M. Joshi. (*Vice-Chairman*).

Lt.-General J. B. Hance.

Col. E. Cotter.

Sir Frederick James.

Dr. B. C. Roy.

Mr. B. Shiva Rao.

Dr. R. A. Amesur.

Dr. M. Ahmad. (*Member-Secretary*).

(2) MEDICAL RELIEF ADVISORY COMMITTEE.

Dr. B. C. Roy. (*Chairman*).

Sir Henry Holland (*Vice-Chairman*).

Lt.-General J. B. Hance.

Major-General W. C. Paton.

Lt.-Col. B. Z. Shah.

Dr. R. B. Chandrachud.

Dr. D. J. R. Dadabhoy.

Pandit L. K. Maitra.

Captian A. Banerji. (*Secretary*).

(3) MEDICAL RESEARCH ADVISORY COMMITTEE.

Lt.-General J. B. Hance. (*Chairman*).

Col. E. Cotter.

Dr. W. R. Aykroyd.

Pandit L. K. Maitra.

Bt.-Col. Sir Ram Nath Chopra.

Dr. Vishwa Nath.

Dr. C. G. Pandit.

Dr. V. N. Patwardhan.

Lt.-Col. H. W. Mulligan. (*Member Secretary*).

(4) PROFESSIONAL EDUCATION ADVISORY COMMITTEE.

Diwan Bahadur Dr. A. L. Mudaliar. (*Chairman*).

Lt.-Col. H. M. Lazarus. (*Vice-Chairman*).

Lt.-General J. B. Hance.

Dr. J. B. Grant.

(4) PROFESSIONAL EDUCATION ADVISORY COMMITTEE (*contd.*)

Dr. Vishwa Nath.
 Dr. B. C. Roy.
 Dr. M. A. Hameed.
 Dr. U. B. Narayanrao.
 Dr. S. Ramakrishna (*Secretary*).

(5) PUBLIC HEALTH ADVISORY COMMITTEE.

Col. E. Cotter. (*Chairman*).
 Dr. J. B. Grant. (*Vice-Chairman*).
 Lt.-Col. C. A. Bozman.
 Sir Frederick James.
 The Hon'ble Mr. P. N. Sapro.
 Rai Bahadur Dr. A. C. Banerjea.
 Khan Bahadur Dr. A. H. Butt.
 Dr. Hemandas R. Wadhwani.
 Mrs. K. Shuffi Tyabji.
 Dr. B. C. Das Gupta.
 Mr. B. Shiva Rao.
 Dr. K.T. Jungalwalla (*Secretary*).

APPENDIX 57.

List of written memoranda and reports considered by the Health Survey and Development Committee.

INDUSTRIAL HEALTH ADVISORY COMMITTEE.

1. Replies to the Industrial Health questionnaire by Dr. Donald Stewart, one of the leading Industrial Medical Officers in England.

2. Replies to the Industrial Health questionnaire by Dr. J. J. Heagerty, Director of Public Health Services, Canada.

Sickness Insurance.

3. A health service and sickness pay scheme for industrial workers in India by Dr. K. C. K. E. Raja and Dr. M. Ahmed.

4. A note on Prof. Adarkar's Sickness Insurance Scheme by Dr. M. Ahmed.

5. A note on the Administrative Machinery of the Industrial Health Insurance Scheme by Professor B. P. Adarkar.

6. Report on health insurance for Industrial Workers by Professor B. P. Adarkar, M. A., (Cantab.) Officer on Special duty, Labour Department, Government of India.

Miscellaneous.

7. Extract from a letter from Dr. E. R. A. Merewether, M.D., M.R.C.P., F.R.S.E., Barrister-at-Law, H. M. Senior Medical Inspector of Factories, to Sir Weldon Darlymple Champneys, Bt., D.M., F.R.C.P., Ministry of Health, Whitehall, London.

8. Scope and nature of welfare work relating to health in industry in India with special reference to Central Government undertakings by Mr. R. S. Nimbkar, Labour Welfare Adviser, Government of India.

9. Note on Industrial Health by Sir Frederick James (Points taken from the Report of the first British Industrial Health Conference, 1943).

10. Inspection note of the factories in Bengal by Sir Frederick James, O.B.E., M.L.A.

11. Copy of D. O. letter No. F. 1 (a)/9/44, dated the 4th January, 1944, from Mr. P. P. Pillai, International Labour Officer, Indian Branch, New Delhi, to Rao Bahadur Dr. K. C. K. E. Raja, Secretary, Health Survey & Development Committee, regarding ratification of international conventions concluded under the auspices of the League.

MEDICAL RELIEF ADVISORY COMMITTEE.

Drug Addiction.

12. Memorandum on drug addiction by Dr. B. Mukerjee, Director, Biochemical Standardization Laboratory, Calcutta.

Feldshers Training.

13. A note on "Short" and "Long term" proposals for medical relief with special reference to the Russian and Chinese systems by Lt.-General J. B. Hance, C.I.E., O.B.E., K.H.S., I.M.S., and Lt.-Col. D. P. McDonald, I.M.S.

Medical Relief in Rural Areas.

14. A note on long-term and short-term programme of a 3-million unit by Dr. B. C. Roy and Dr. J. B. Grant.

15. American College of Surgeons, Manual of Hospital Standardization History, Development and Progress of Hospital Standardization.

Mental Hygiene.

16. Memorandum on "Mental Hygiene" by Dr. K. R. Masani.

17. Memorandum on "Prevention of Mental Diseases" by Dr. K. R. Masani, Director and Psychiatrist, Indian Institute of Psychiatry and Mental Hygiene, Bombay.

18. Summary of Short-term recommendations made in the memorandum on mental hygiene and the prevention of mental diseases by Dr. K. R. Masani, Director and Psychiatrist, Indian Institute of Psychiatry and Mental Hygiene, Bombay.

19. Memorandum submitted to the Health Survey and Development Committee on "Provision for patients suffering from Mental diseases" by Dr. K. R. Masani, Director and Psychiatrist, Indian Institute of Psychiatry and Mental Hygiene, Bombay.

20. Memorandum on 'Provision for Mentally Defective (Mentally Deficiency) Patients', by Dr. K. R. Masani, Director and Psychiatrist, Indian Institute of Psychiatry and Mental Hygiene, Bombay.

21. Memorandum on the problems of Prevention and Treatment of Mental Disorders by Dr. G. Bose.

22. A brief outline of a scheme of Mental Hygiene Organisation by Lieut.-Colonel B. Z. Shah, I.M.S. (Retd.).

23. Memorandum on mental hygiene, prevention of mental diseases and provision for mental patients and mental defectives in India by Lieut.-Colonel M. Taylor, O.B.E., M.D., D.P.H., I.M.S., Medical Superintendent, European Mental Hospital, Ranchi.

24. Memorandum on the measures necessary for the prevention and treatment of mental disorders in India by Dr. M. V. Govindaswamy, M.A., B.Sc., M.B.B.S., D.P.M., Superintendent, Mysore Government Mental Hospital, Bangalore.

25. Report by Lt.-Col. M. Taylor, O.B.E., M.D., D.P.H., I.M.S., on the tour of mental hospitals in India.

Miscellaneous.

26. Note on the Post-war health policy and on the reconstruction of health services in India by Major-General J. B. Hance, I.M.S., Director General, Indian Medical Service.

27. A Health Service for India—The First Stage by Lieut.-Col. C. A. Bozman, I.M.S., Additional Public Health Commissioner with the Government of India.

28. Memorandum by the Countess of Dufferin's Fund Association regarding the part to be played by the Women's Medical Service in their post-war plans

29. Letter from Dr. (Miss) Edith Brown, Principal, Women's Christian Medical College, Ludhiana, mentioning the conditions under which women should be asked to work in the villages.

30. Trends—Medical Relief.

31. A National Medical Service (received from the All-India Institute of Hygiene and Public Health, Calcutta).

32. A National Health Service—The White Paper proposals in brief.

MEDICAL RESEARCH ADVISORY COMMITTEE.

33. A note on Medical Research in India by Lieut.-Colonel S. S. Sokhey, I.M.S.

34. The future of Medical Research in India by Dr. V. N. Patwardhan.

35. Three notes on Medical Research by Major-General Sir John Taylor, C.I.E., D.S.O., I.M.S.,

36. Memorandum on Medical Research in India by Bt.-Colonel Sir Ram Nath Chopra, C.I.E., I.M.S. (Retd.).

37. Memorandum on Medical Research in India by Dr. B. M. Das Gupta.

38. Memorandum on Medical Research in India by Dr. V. R. Khanolkar.

39. A note on Medical Research in India by Dr. C. G. Pandit.

40. Note on Medical Research in India by Dr. G. Sankaran.

41. All-India Policy and Initial Steps for Medical Research in relation to industry by Dr. J. B. Grant.

42. Notes of discussion by General Hance and Dr. C. G. Pandit with Dean C. J. Mackenzie, President, National Research Council, Canada.

ORGANISATION SUB-COMMITTEE.

43. Suggestions for the formation of Ministries of Health at the Centre and in the Provinces by Drs. K. C. K. E. Raja and John B. Grant.

44. A note on (1) methods of improving local health administration and (2) the functions of the proposed district health organisation by Dr. K. C. K. E. Raja.

45. Action taken in the province of Madras to control local bodies in order to increase the efficiency of their administration in general and with special reference to their health functions by Dr. K. C. K. E. Raja.

46. A note detailing certain proposals under consideration by the Sind Government improving the health administration of local bodies by Dr. H. R. Wadhvani.

47. A note on the distribution of health functions between Departments of the Government of India (from the Department of Education, Health and Lands of the Government of India).

PROFESSIONAL EDUCATION ADVISORY COMMITTEE.

Basic Doctor.

48. A memorandum on the training of Basic Doctor in India by Dr. Vishwa Nath.

49. Some suggestions regarding the "Basic curriculum for the Basic Doctor" of the future by Major General J. B. Hance, C.I.E., O.B.E., V.H.S., I.M.S.

50. Note on Dr. Vishwa Nath's memorandum by Prof. M. A. Siddiqui, Medical College, Lahore.

51. Note on "Basic medical qualification" by Dr. B. B. Yodh.

52. Memorandum on the training of "Basic Doctor" and some problems pertaining to medical education by Dr. A. L. Mudaliar.

53. Note on the teaching of physics in a medical college by G. Sankaran.

54. A further note on medical education in India by Lieut.-Col. M. McRobert, I.M.S.

55. Note on the compression of the course in medical education by Capt. M. G. Kini.

56. A scheme for medical education proposed by Dr. V. R. Khanolkar, etc.

57. A note embodying the recommendations of the sub-committee dealing with the curriculum for the training of the basic doctor on undergraduate teaching in preventive medicine and public health by Dr. J. B. Grant and Dr. K. C. K. E. Raja.

58. "Children's diseases" syllabus of studying by Dr. G. Coelho, M.R.C.P., Physician, B. J. Hospital for Children, Bombay.

59. The position of Physiology in the basic medical curriculum by Lt.-Col. S. L. Bhatia, I.M.S.

60. Note on the syllabus for training in ear, nose and throat by Dr. C. A. Amesur, M.S. (Lond.), D.L.O. (Eng.), Bombay.

61. Summarized note on an adequate minimum of instruction in Psychiatry in the undergraduate medical curriculum submitted by Dr. K. R. Masani.

62. Suggested syllabus for medical education by the members of the curriculum committee from Bombay.

Dental Education.

63. Memorandum on Dental Education and provision of Dental Services in India, submitted by the Dental Sub-committee consisting of Dr. C. D. Marshall Day, Dr. R. Ahmad and Dr. V. M. Desai.

64. Supplementary memorandum submitted by the Sub-committee on Dental Education consisting of Dr. C. D. Marshall Day and Dr. V. M. Desai.

65. Note on Dental Hygienists by Dr. R. Ahmad, Principal, The Calcutta Dental College and Hospital, Calcutta.

66. Memorandum on Dental Education and Progress in India by Dr. R. Ahmad, Principal, The Calcutta Dental College and Hospital, Calcutta.

67. Memorandum on the development of Dental Education in India by Dr. V. M. Desai, D.D.S., F.I.C.D., Dean, the Nair Hospital Dental College, Bombay.

68. Memorandum regarding the urgent need for the extension and improvement of dental education in India and the provision of adequate facilities for dental service by Dr. C. D. Marshall Day, Ph.D., D.M.D., M.S., B.D.S., F.I.C.D., Dean of the Faculty of Dentistry, Punjab University, Lahore.

Medium of Instruction.

69. Medium of instructions in medical schools and colleges in India by Dr. M. Abdul Hamid.

70. A note on the medium of instruction in medical schools and colleges by the Principal, Osmania College, Hyderabad.

Nursing.

71. Proceedings of a conference of representatives of nursing profession in India held in New Delhi on 28th, 29th February and 1st March, 1944.

72. A note on the position of nursing conditions in India by Miss E. E. Hutchings, Miss A. Wilkinson and Miss M. Craig.

73. A note by the Sub-committee consisting of Miss E. E. Hutchings, Miss A. Wilkinson and Miss M. Craig on the cost of implementing certain recommendations made in their note on the position of nursing conditions in India.

74. A note on the training of midwives at the Government Hospital for women and children, Madras, by Lieut.-Colonel H. M. Lazarus.

75. Suggested syllabus for a course in institutional and domiciliary midwifery for those students who are not taking the full general nursing course of three years by Miss Hutchings, Miss Wilkinson and Miss M. Craig.

76. Notes by Miss Hutchings, Miss Craig and Miss Wilkinson on the proposed budget for the first year of the short-term programme and for the long-term programme.

Pathology.

77. Note on the facilities available in India for the training of Pathologists by Dr. V. R. Khanolkar.

Pharmacy.

78. Memorandum on " Pharmaceutical Education " by Dr. B. Mukerji, M.D., D.Sc., F.N.I., F.A.Ph.S., Offg. Director, Bichemical Standardization Laboratory, Calcutta.

79. Memorandum on the training needed for the profession of pharmacy in India by J. C. David, M.B., Ph.D.

80. Pharmacy Training in India by Dr. Khem Singh Greval.

81. Letter dated 30th December, 1943, from Prof. N. K. Basu, Department of Pharmacy, Benares Hindu University, Benares.

82. Suggested syllabus for the degree course in Pharmacy (B. Pharm.) by Dr. B. Mukerji.

83. Suggested syllabus for the diploma course in Pharmacy by Dr. B. Mukerji.

84. Proposed composition of the Central Pharmaceutical Council (on the lines of the Indian Medical Council) by Dr. B. Mukerji.

85. Joint Memorandum on Pharmaceutical Education submitted by Dr. B. Mukerji, M. D., D.Sc., F.N. I., Director, Bio-chemical Standardization Laboratory, Calcutta.

Post-graduate Training.

86. A note on Post-Graduate Medical Education by Dr. A. L. Mudaliar, M.D., F.R.C.O.G., F.A.A.C.S.

87. Graduate and Post-graduate Medical Education.

Registration.

88. Note by Dewan Bahadur Dr. A. L. Mudaliar regarding medical registration on an All-India basis.

Hospital Social Workers.

89. Training of hospital social workers (Almoners).

90. Training of hospital social workers and demonstration in a Bombay Hospital by Dr. J. M. Kumarappa.

91. Note on Hospital Social Workers by Dr. J. B. Grant, C.B.E., Director, All-India Institute of Hygiene and Public Health, Calcutta.

92. A note on adequate training for medical social work by Dr. K. R. Masani, Director, Child Guidance Clinic of the Sir D. J. Tata Graduate School of Social Work, Bombay.

Teaching in Pediatrics.

93. A note on Undergraduate teaching in Pediatrics by Dr. J. M. Orkney, W.M.S., Professor of Maternity and Child Welfare, All-India Institute of Hygiene and Public Health, Calcutta.

94. A note on Post-graduate teaching in pediatrics by Dr. J. M. Orkney, W.M.S., Professor of Maternity & Child Welfare, All-India Institute of Hygiene and Public Health, Calcutta.

Technicians.

95. Proposals for the future training of the Laboratory Assistants and Radiographers by Dr. Mohd. Abdul Hameed, M.D., M.R.C.P. (Lond.), Professor of Pathology, King George's Medical College, Lucknow.

96. A further note on the training of laboratory technicians by Dr. M.A. Hameed, M.D., M.R.C.P. (Lond.), Professor of Pathology, King George's Medical College, Lucknow.

97. Training of Medical Technologists (received from the All-India Institute of Hygiene and Public Health, Calcutta).

98. Trends—Ancillary Medical Personnel.

Training of Internees.

99. The minimum conditions to be fulfilled by a hospital approved for training internees by Dr. V. R. Khanolkar, Tata Memorial Hospital, Bombay.

Miscellaneous.

100. Trends—Medical Education.

101. Administrative organisation of university medical education in India.

102. Report of the Syndicate Committee (Bombay) consisting of Sir Jamshed N. Duggan, Lt.-Col., A. S. Erulkar, etc., on medical education and revision of medical curriculum.

103. Standard Equipment for Medical Colleges.

104. A note on the Indigenous Systems of medicine and Homeopathy by Dr. K. C. K. E. Raja.

105. Indigenous Medicine—Japan and China by Dr. John B. Grant, M.D., C.B.E.

106. A note indicating the numbers of medical men required to be trained and the cost of training in a thirty-year programme for providing one physician to 1,500 of the population in India.

PUBLIC HEALTH ADVISORY COMMITTEE.

Drainage and Refuse Disposal.

107. Memorandum on Drainage and Refuse Disposal by Dr. Gilbert J. Fowler.

108. Memorandum on drainage and sullage or sewage disposal by Mr. D. A. Howell, O.B.E., M. Inst. C.E.M.I. Mech. E., Superintending Engineer, Public Health Circle, Lahore.

109. A note on the existing legal provisions relating to drainage conservancy and refuse disposal by Dr. K. C. K. E. Raja.

Food Adulteration.

110. Note on the United States Federal Food, Drug and Cosmetic Act and the Federal Trade Commission Act, 1938.

111. A comparison of the main provisions of the food adulteration Acts in British India, the U.S.A. and England.

Health Education.

112. A note on Health Education and Publicity by Rai Bahadur Dr. Harnath Singh, Assistant Director of Public Health, Punjab.

Housing & Town Planning.

113. Memorandum on 'Town Planning' by U. Aylmer Coates, B. Arch., F.R.I.B.A., M.T.P.I., Provincial Town Planner to Government of Punjab.

114. Memorandum on town planning and housing by O.R. Koenigsberger, Dr. Engr., Government Architect and Secretary, Mysore Town Planning Committee.

115. Memorandum on town and country planning presented to the Health Survey & Development Committee appointed by the Government of India by Mr. B. R. Kagal.

116. A note on housing for the working classes in England by Dr. K. C. K. E. Raja.

117. National Planning for Town and Country in Great Britain (Summary of Uthwatt and Scott Committee's Report, with remarks by Mr. K. Subrahmanyam).

118. Report on town and village planning in India by Mr. B. R. Kagal.

Leprosy.

119. Leprosy Problem in Sind by Dr. H. R. Wadhvani.
120. A note on the repatriation of leprosy patients by Lt.-Col. E. Cotter, I.M.S., Public Health Commissioner with the Government of India.

Malaria.

121. Note on the investigation and control of malaria in India by Brigadier G. Covell, I.M.S., Director, Malaria Institute of India, Delhi.
122. Note on Malaria control in India by Brigadier G. Covell, I.M.S., Director, Malaria Institute of India, Delhi.
123. The Public Health Aspect of Malaria Control in India by Brigadier G. Covell, I.M.S., Director, Malaria Institute of India, Delhi.
124. Malaria in Sind by Dr. B. J. Ajwani.
125. Draft Malaria Control Act by Dr. A. C. Banerjea, Director of Public Health, U. P., Lucknow, and Dr. A. H. Butt, Director of Public Health, Punjab, Lahore.

Maternity and Child Welfare.

126. Maternity conditions in Sind by Dr. H. R. Wadhvani.
127. Maternal and Child Health Services by Dr. J. M. Orkney, Director, Maternity and Child Welfare Bureau, Indian Red Cross Society, New Delhi.
128. A scheme for an efficient maternity and child welfare organisation for a rural centre with a population of 50,000 by Dr. A. H. Butt with Dr. A. C. Banerjea's remarks on the scheme.
129. A scheme for an efficient maternity and child welfare organisation for an urban centre with a population of 50,000 by Dr. B. C. Das Gupta, Executive Health Officer, Bombay Municipality, Bombay.
130. Legal position of local authorities with respect to spending money on maternity and child welfare by Dr. K. T. Jungalwalla.
131. Memorandum on maternity and child welfare by Dorothy Satur, Lakshmi N. Menon, Gladys, Own John Baranbas and Zohra Illahibaksh, Members, Social Responsibility Committee, National Y. W. C. A., Lucknow.

Nutrition.

132. Note on Nutrition by Dr. W. R. Aykroyd.
133. Public Health and Nutrition by Dr. W. R. Aykroyd.
134. An outline of the problems of agriculture and nutrition in India—A note submitted by Sir Pheroze Kharegat and Dr. W. R. Aykroyd to the United Nations Conference on Food and Agriculture.
135. Report of the eleventh meeting of the Nutrition Advisory Committee of the Indian Research Fund Association held in New Delhi on the 27th and 28th March,

Physical Education.

136. Suggestions for the improvement of physical education in schools by J. Buchanan, Physical Director, Bengal.

137. Physical Education and Recreation for National Health by P. M. Joseph, Esq., Principal, Government Training Institute of Physical Education, Bombay.

138. A memorandum on physical education and national health by D. B. Kothiwala, Senior Assistant, Training Institute for Physical Education, Kandivili, Bombay.

139. Notes on the Y. M. C. A. College of Physical Education, Saidapet, Madras, by Dr. K. T. Jungalwalla.

140. Notes on the Government Training Institute for Physical Education, Kandivili, Bombay, by Dr. K. T. Jungalwalla.

Plague.

141. The present position of Plague in India by Lt.-Col. S. S. Sokhey, I. M. S.

142. A memorandum on the legislative aspects of enforcing rat proofing of grain stores by Dr. B. C. Das Gupta, Executive Health Officer, Bombay.

143. A note on the plague prevention measures in the Punjab by Lt.-Col. W. C. H. Forster, I.M.S.

Public Health.

144. A note on the state of the Public Health in British India by Dr. K. C. K. E. Raja.

Public Health Engineering.

145. Memorandum on the need for providing special facilities for training public health engineers in India as an essential part of the plans for post-war reconstruction, by Mr. K. Subrahmanyam, Professor of Sanitary Engineering, All-India Institute of Hygiene and Public Health, Calcutta.

146. Amplification of the memorandum on the training of Public Health Engineers by Prof. K. Subrahmanyam, Calcutta.

147. Memorandum on the immediate and future numerical requirements of public health engineers, by Prof. K. Subrahmanyam, All-India Institute of Hygiene & Public Health, Calcutta.

148. A note on the place of public health engineering in administration, both urban and rural, by Prof. K. Subrahmanyam, All-India Institute of Hygiene & Public Health, Calcutta.

149. Proposals for including an elementary course in public health for the degree courses in engineering and the diploma courses for engineering subordinates in engineering colleges.

150. A short course of training in public health engineering for engineering supervisors in small municipalities.

Public Health Teaching.

151. Undergraduate teaching in preventive medicine and public health by Dr. John B. Grant, M.D., Director, All-India Institute of Hygiene and Public Health, Calcutta.

152. A note on postgraduate teaching in public health by Dr. J. B. Grant.

Quarantine.

153. A note on Quarantine by Dr. K. C. K. E. Raja.

Questionnaires—Replies to.

154. Replies by Dr. J. W. Mountin, U. S. Public Health Service, to the questions on Public Health sent through General Hance.

155. Answers to the questionnaire on public health by Dr. Winslow, till lately Professor of Public Health, Yale University, U.S.A.

156. Replies to the questionnaire on public health by Dr. J. J. Heagerty, Director of Public Health Services, Canada.

157. Replies to the questionnaire on public health by Charles Seeley, of the Birmingham Regional Office of the Ministry of Health, England.

158. Replies to the questionnaire on public health by Dr. H. S. Raper, Dean of the Medical School, Manchester.

159. Answers to the questionnaire on public health by Dr. B. C. William, Public Health Department, Oxford.

160. Impressions of General Hance on his discussion with Dr. Thomas Parran, Surgeon General, United States Public Health Service.

161. Note by General Hance on a discussion with Drs. Phair, Hoghle and Gray of the Ontario Provincial Department of Health, Toronto.

162. Extract from the United States Public Health Service Act.

Sanitary Inspectors

163. Memorandum on the training of sanitary inspectors in India by Professor K. Subrahmanyam, Calcutta.

164. Facilities for the training of sanitary inspectors in the provinces and their scales of pay by Dr. K. C. K. E. Raja.

165. A note on the training of "Sanitary Inspectors" by K. C. K. E. Raja.

166. A memorandum on the state of public health in India and of the urgent need for the appointment of specialist sanitation engineers in the Government of India in the C. P. W. D., Provincial Public Works Department, Railways, Military Engineering Service and Municipalities and the Education and Training of Sanitation Engineer by Captain Mantle.

School Health.

167. School Health (received from the All-India Institute of Hygiene).

168. A note on the question of placing school medical service under the administrative control of the Ministry of Education, verses that of the Ministry of Health by Dr. B. C. Das Gupta.

Smallpox.

169. A note on smallpox by Dr. K. T. Jungalwalla.

170. A further note on smallpox and vaccination by Dr. K. T. Jungalwalla.

Tuberculosis.

171. Memorandum on Tuberculosis by Dr. P. V. Benjamin, Medical Superintendent, Union Mission Tuberculosis Sanatoria, Arogyavram, South India.

172. A note on Tuberculosis by Dr. A. C. Ukil.

Venereal Diseases

173. A note on venereal diseases by Dr. K.T. Jungalwalla.

174. A Comparative Study of Provincial and Indian State Acts Relating to Traffic in Women and Children issued by Association for Moral and Social Hygiene in India.

Vital Statistics.

175. A note on Indian Vital Statistics by Dr. K. C. K. E. Raja.

Water Supply.

176. Extracts from a memorandum on water supply by Mr. D. A. Howell, C.I.E., O.B.E., M.Inst., C.E. M.I. Mech. E.

177. Proposals for establishing Central and Provincial Water Boards for India by Mr. K. Subrahmanyan, Professor of Sanitary Engineering, All-India Institute of Hygiene and Public Health, Calcutta.

178. A further note on Provincial Water Boards by Prof. K. Subrahmanyan, All-India Institute of Hygiene and Public Health, Calcutta.

179. A note on the additional functions to be discharged by the proposed Central and Provincial Water Boards for promotion and control of drainage projects by Prof. K. Subrahmanyan, All-India Institute of Hygiene and Public Health, Calcutta.

180. Detailed note on the constitution and budget of a Central Water and Drainage Board by Prof. K. Subrahmanyan, etc.

181. Note on the establishment of Central and Provincial Water Boards by Mr. F. D. Tunnicliffe, M.C., Assoc. M. Inst. C.E., Superintending Engineer, Public Health Engineering Department, Government of the United Provinces, Lucknow.

182. Note on the river Jumna, its pollution and the riparian rights of the inhabitants living on its banks by Mr. H. G. Trivedi, Superintending Engineer, Public Health Department, United Provinces, Lucknow.

183. Water Pollution Research by Dr. Gilbert J. Fowler, D.Sc., F. R., I.F.N.A.

Miscellaneous.

184. Trends—Public Health.
185. Extract from the P. E. P. report regarding 'Medical Research and Genetics and Public Health' supplied by Lt.-Col. D. P. McDonald, I.M.S.
186. A note on Karachi City by Mr. T. J. Bhojwani, M.A., J.P., Chief Officer, Karachi Municipal Corporation.
187. Public Health Work in the U.S.S.R. by Prof. B. V. Ognev.
188. Rational Public Health and Medical Expenditure. (Received from the All-India Institute of Hygiene & Public Health).
189. Post-war health planning for urban areas. (Reprinted from the journal of Indian Medical Association Vol. XII No. 12, September, 1943—Pp. 369—370 supplied by the Convener, Urban Medical and Public Health Sub-committee of the Bengal Branch of the Indian Medical Association.)

GENERAL PAPERS.

Population Problem.

190. A note on population problem in India by Mr. M. W. M. Yeatts, C.I.E., I.C.S.
191. A summary of Mr. M. W. M. Yeatts's interview with the Health Survey and Development Committee on 8th April, 1944.
192. A note on population problem in India and elsewhere by Mr. J. P. Brander.
193. A note on birth control by Dr. K. C. K. E. Raja.

Miscellaneous.

194. Note submitted by Dr. A. L. Mudaliar.
195. A memorandum by Sir Abdur Rahim.
196. Memorandum by Mr. T. Austin, Adviser to H. E. the Governor of Madras.
197. A note by I. H. Taunton, Esq., C.I.E., I.C.S., Adviser to H. E. the Governor of Bombay.
198. Report of Dr. Sir Mangaldas V. Mehta, Kt., Principal Medical Officer, Nowrosjee Wadia Maternity Hospital, Bombay.
199. Report of Dr. R. N. Cooper, Principal Medical Officer, B. J. W. Hospital.
200. A note by Mr. R. Manohar Lall, Y. M. C. A. Welfare Officer at Messrs Begg. Sutherland & Co., Ltd., at Cawnpore.
201. A note by Sir Even Jenkins, K.C.I.E., C.S.I., I.C.S., Private Secretary to the Viceroy.
202. A note by the Hon'ble Mian Abdul Hayee, Minister for Education, Punjab, Lahore.
203. An appreciation of the Economic Problems after the war (from a pamphlet supplied by Maj.-Genl. J. B. Hance).
204. Medical Cadres in the Soviet Union by Professor B. Ognev.

205. A note on an adequate Medical Library Service by Lt.-Col.
D. P. McDonald, I. M. S.

206. Note on the formation of a Standardisation Committee by
Lt.-Col. D. P. McDonald, I. M. S.

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New Delhi, 18th December, 1945.

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